INDIANA

ELEMENTARY SCHOOL REGISTER

By
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THE BENTON REVIEW SHOP
FOWLER, INDIANA

CORPORATION Barkley Twp. SCHOOL South Barkley TEACHER Mabel George GRADES 1-2 YEAR '40-'41

Financial Report - Grade 1-2.

Balance on hand - Sept. 1940

	$6.31
Box Social	10.38
Pictures	.13
Sale of pencils and tablets	2.40
total receipts →	$19.22
total expenditures	14.29
	$4.93

Expenditures

	Index cards	.10	
	Card board for flash cards	.30	
	Reading Work Book I.	3.25	
	Duplicator Book II.	1.75	
	Duplicator pencil	.10	
	Gummed labels	.10	
	Medical supplies	46	
	Pins	.10	
	Rubber bands	.05	
	Picture book	.10	
	Cotton for Santa suit	.10	
	Postal cards (Xmas)	.30	
	A ream of duplicator paper (Fendigs)	.75	
	Mileage (to Mr. Moore)	.50	trip to Smith's Nuss's McFaddens.
	gold stars	.10	
	Mileage (to Mr. Moore)	.50	trip to Gifford with Norma Nuss
	Postal Cards (valentine)	.25	
	Infantile Paralysis Fund	1.00	
	Dishes for hot lunches	1.00	
	Mileage (to Mr. Moore)	.50	trip to Britt's and Hays
Levins Terre Haute	One ream lined paper	.35	
	Two reams of duplicator paper	.80	
	Duplicator pencil	.10	
	Poster paper	.25	
	Mileage (to Miss Parkison)	.25	trip to Hays
	Song (Parade of Wooden Soldiers)	.40	
	Green Crepe paper	.10	
	Mileage (to Mr. Moore)	.50	trip to Flemings
	Thumb tacks	.10	

Paper of pins	.08
Paper clips	.05
total expenditures	14.29

With the balance of four-ninety three, (which is on hand) I intend to buy work books "Down our Street" These books will be left in the cupboard so that the second-graders can start in them next year and complete them before starting their second grade work- On account of our measle-"flu" and appendicitus epidemic, we did not use them this year. When the children buy them from their room in Sept., the teacher can take the money and put it back into the room fund, and the child will not need to take a chance on not being able to get a work book at once.

I wish to take this opportunity to thank all the patrons of this room for their loyal co-öperation. It was appreciated.

Sincerely,
Mabel George.

Serial No. of my license - 28906 F.
Mabel George (5228
Retirement Membership No. - 10222.

INDIANA ELEMENTARY ATTENDANCE
and
SCHOLARSHIP RECORD

(Approved by the State Board of Education)

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LAWS AND STATE REGULATIONS GOVERNING ATTENDANCE

Section numbers refer to Section in School Laws of Indiana, 1932

Sec. 136. **Reports.** To enable the trustees to make reports which are required of them by this act, the teacher of each school, whether in township, town or city, shall, at the expiration of the term of the school for which such teacher shall have been employed, furnish a complete report to the proper trustee, verified by affidavit, showing the length of the school term, in days; the number of teachers employed, male and female, and their daily compensation; the number of pupils admitted during the term, distinguishing between males and females, and between the ages of six and twenty-one years; the average attendance; books used and branches taught, and the number of pupils engaged in the study of each branch. Until such report shall have been so filed, such trustee shall not pay more than seventy-five per centum of the wages of such teacher for his or her services. (§6971.)

Sec. 911. **School Attendance Record.** 11. An accurate daily record of the attendance of all children between the ages of seven and sixteen years shall be kept by the teacher of every public and other school and such record shall at all times be open to the inspection of attendance and school officials and agents of the industrial board of Indiana, and every such teacher shall fully answer all inquiries lawfully made by such attendance and school officials and such agents of the industrial board of Indiana. (§6458.)

Sec. 905. **Compulsory Attendance Age—Exemption from Attendance Based on Physician's Certificate—Provisions for Children Physically Defective—Juvenile |Court.** 5. Unless otherwise provided herein, every child between the ages of seven and sixteen years shall attend public school, or other school taught in the English language which is open to the inspection of local and state attendance and school officers; and such child shall attend such shool each year during the entire time the public schools are in session in the school district in which such child resides. The school superintendent of any attendance district may make or have made an examination of any or all children between the ages of seven and sixteen years and may exclude or excuse from school any child found mentally or physically unfit for school attendance, provided such exclusion or excuse is approved and certified to by a physician in good standing, and providing further that such exclusion or excuse shall be valid for not longer than the school year during which it is issued: Provided, That no pupil or minor shall be compelled to submit to medical examination or treatment under authority of this section whose parent or guardian objects to the same. Such objection shall be made by written and signed statement delivered to the pupil's teacher or to any person who might conduct such examination or treatment in the absence of such objection. Every principal and teacher in every public or other school which is attended by one or more minors between the ages of seven and sixteen years shall furnish, on the request of the superintendent of the attendance district wherein such school is located, a list of names, addresses and ages of all minors attending such school and shall further report immediately to such superintendent the name, address and date of withdrawal of every such minor under sixteen years of age withdrawing from such school and shall also immediately report to such superintendent the name and address of every such pupil absent from school without lawful excuse.

Provided, If a child, otherwise subject to the provisions of this act, shall by reason of deafness or partial deafness, or of blindness, or partial blindness, be unable to secure in the school named a proper education by use of the sense of hearing, or of the sense of sight, the parent, guardian, or other person having the control or charge of such children shall cause them between seven and eighteen years of age to attend the Indiana state school for the deaf, or the Indiana state school for the blind, during the full scholastic terms of said schools, unless discharged therefrom by the board of trustees of either of said schools; and the employment under the provisions of this act of any of said children between the ages of seven and eighteen years during the school terms of said schools respectively is hereby prohibited unless a certificate of discharge issued by the superintendent of either of said schools be presented as herein provided. Provided, That no such child shall be employed contrary to the provisions of the law concerning the employment of minors in industry. Application for admission of such children to schools, respectively, shall be made out in the usual form and passed upon by the board of trustees of said respective schools, and no child shall be permitted to enter either of said schools until the application shall have been accepted by the proper board of trustees, and upon the rejection of any child's application by either of said boards neither such child nor its parent, guardian, or other person having control or charge of it, shall thereafter, in respect of such child, be subject to the provisions of this act, until such child's application shall be accepted: Provided, further, That the judge of the court having juvenile jurisdiction may suspend the provisions of this act in cases of juvenile delinquents and incorrigibles whenever, in his judgment, the welfare of any child warrants such action. (§6452.)

Sec. 906. **Employment Certificates—Age Limit.** 6. Any child over fourteen and under sixteen years of age who has completed the work of the first eight grades of the public school or its equivalent may be permitted to withdraw from school upon the issuing to such child of a lawful employment certificate. Any child so permitted to withdraw from school shall return to school within five days after the termination of the employment for which such employment certificate was issued. No child, holding a lawful employment certificate at the time this act goes into effect, shall be required to reenter school because of any increase in educational or age standards for the issuance of employment certificates contained in this section. (§6453.)

Sec. 907. **Attendance in Part-Time and Full-Time Schools.** 7. Any child attending public school who has not completed the sixth grade by the age of fourteen years may be required to attend a part-time school for full-time work or to attend a special full-time school which any school corporation is hereby authorized to organize. (§6454.)

Sec. 908. **Parent and Guardian Responsible.** 8. Every parent and guardian of any minor child or ward shall be held legally responsible for any violation of this act by such child or ward, unless such parent or guardian is not a party to such violation. . . . (§6455.)

Sec. 909. **Confirmed Truant.** 9. Any child subject to the provisions of this act who habitually absents itself from school may on petition or recommendation of the attendance officer and school superintendent of its school district, be tried by the judge of any Juvenile, Circuit, or Superior Court, and may be declared by such court, a confirmed truant and may be sentenced by the judge, if a boy, to the Indiana boys' school, or if a girl, to the Indiana girls' school, or to such other custodial institution within the state as the judge may designate, or to the care of a probation officer. (§6456.)

Sec. 912. **Temporary Aid for Poor Children.** 12. If any parent, guardian or other person having control or charge of any child subject to the provisions of this act, does not have sufficient means to furnish such child with books, school supplies, and clothing necessary to the attendance upon school, then the school corporation wherein such child resides shall furnish temporary aid for such purpose, which aid shall be allowed and repaid to such school corporation by the township overseer of the poor in the manner provided by law for the relief of the poor, upon presentation of an itemized statement of such temporary aid. (§6459.)

Sec. 918. **Employment of Minors—Age Limit.** 18. No minor under the age of fourteen years shall be employed or permitted to work in any gainful occupation other than farm labor or domestic service, or as a caddie to any person or persons who are engaged in playing the game of golf. It shall be unlawful for any person, firm or corporation to employ or permit any minor to work in any occupation or service whatsoever during any of the hours when the common schools of the school corporation in which such minor resides are in session, contrary to the provisions of section 6 of this act. (As amended, Acts 1929, p. 246.) (§6465.)

19. It shall be unlawful for any person, firm or corporation to hire or employ or permit any minor between the ages of fourteen and eighteen years to work in any gainful occupation until such person, firm or corporation shall have secured and placed on file in the office of such person, firm or corporation a certificate issued by the issuing officer, as hereinafter defined, of the school corporation in which said minor resides. Upon the request of any employer who desires to employ a minor who represents his or her age to be between eighteen and twenty-one years, it shall be the duty of the issuing officer to issue a certificate to such minor. Upon the request of any parent or guardian, the issuing officer shall have authority to issue permits for temporary absences for causes other than employment. . . No certificate shall be required for any minor between the ages of fourteen and sixteen years to perform farm labor or domestic service or to perform the duties or to work or act as a caddie to any person or persons who are engaged in playing the game of golf, during the hours when schools of the school corporation in which such minors reside are not in session. The issuing officer of such school corporation or the person authorized by him in writing so to act shall issue such certificate only to a minor whose employment is necessary and not prohibited by law, and only upon receipt of the following four documents herein referred to as proof of age, proof of physical fitness, proof of schooling, and proof of prospective employment. . . .

LAW CONCERNING THE DISTRIBUTION OF FUNDS

Chapter 194, Acts of Indiana General Assembly, 1937

Distribution of Funds—Amount—Number of Instructors—Certificate of.

Sec. 2. For every unit determined according to the provisions of section 3 of this act, for which a legally licensed instructor is employed and engaged in the work of instruction in grades from one to twelve inclusive, the employing school corporation shall be paid an amount not less than seven hundred dollars. The number of units for which each corporation qualifies according to section 3 of this act, shall be certified to by the state superintendent of public instruction to the auditor of state on or before the tenth day of January and the tenth day of July of each year, from the records in the office of the state superintendent of public instruction. The term "persons engaged in the work of instruction" and the term "instructor" shall include those persons legally licensed as teachers, principals or supervisors, who are employed under contract and receive not less than the minimum wage provided for by the teacher's minimum wage law.

Sec. 3. That section 3 of the second above entitled act be amended to read as follows: Sec. 3. The number of units for which a public school corporation may qualify for state support as provided in this act, for the first eight grades, shall not exceed one unit for each thirty-five pupils in average daily attendance in any one school corporation, and for grades nine to twelve, inclusive, shall not exceed one unit for each twenty-five pupils in average daily attendance in any one school corporation, except in case of an emergency which emergency shall be determined and declared by the board of the department of education. If, in determining the number of units in the first eight grades of any one school corporation and in grades nine to twelve, inclusive, in any corporation, there remains a major fraction of pupils then that corporation may have an additional unit for such major fraction in grades one to eight and/or for such major fraction in grades nine to twelve. The method of determining the average daily attendance shall be prescribed by the board of the department of education and shall be uniform throughout the state. Where a child is transferred from the school corporation in which such child resides, to another corporation, the school authorities of the school corporation to which such child is transferred may include the attendance of such child in the report to the state superintendent and shall deduct from the transfer tuition, which the corporation from which such child is transferred, is required to pay as provided by law, an amount equal to the per capita pupil allowance received from the state under this act for grades one to eight and/or grades nine to twelve, and the amounts so remaining shall be paid as transfer tuition for each pupil so transferred. (See rules and regulations of the State Board of Education under directions for making Report of Aggregate Attendance for October 31 and March 31.)

Chapter 238, Acts of Indiana General Assembly, 1933.

The state superintendent of public instruction shall, on the days fixed by law, for his apportionment of said revenue in each year, apportion the whole of said sum to the several counties of the state according to the average daily attendance of children in grades one to twelve in the schools of such county. It shall be the duty of the state board of education to issue such rules and regulations as may be necessary to define and provide for the computation of the average daily attendance of children in grades one to twelve in the several schools of this state, and each teacher shall keep the necessary prescribed records. The records showing the average daily attendance of children in grades one to twelve in the schools which are located in any school city or school town shall be submitted to the superintendent of schools of such school city or school town and a consolidated summary shall be transmitted by such city or town shool superintendent to the county superintendent of that county; and the records showing the average daily attendance of children in grades one to twelve in the schools which are located in any school township shall be submitted by the trustee of each township to the county superintendent of schools. The county superintendent of schools shall transmit a consolidated summary of the reports of all the school corporations in that county to the state superintendent of public instruction. The reports shall be submitted in such form as the state board of education may prescribe and so as to show the average daily attendance of the schools located in each county and in the several school corporations thereof. (See rules and regulations of the State Board of Education under directions for making Teacher's Report of Aggregate Attendance of Pupils to be made at the end of the school year.)

INSTRUCTIONS FOR KEEPING THE SCHOOL REGISTER

The register is the basic record for all attendance and scholarship reports. This record is required by law in Indiana and should be accurate and complete. The required reports should be made promptly and with care. Records and reports that are inaccurate and incomplete are of little value. The attendance record should be made daily. Make all entries in ink. Follow directions carefully. Sample pages 8-9 will help you to follow directions.

I. ENROLLING THE PUPIL. The following information should be secured and entered in the register on the day that a pupil enrolls in school. (1) Full name of the pupil; (2) source of the pupil (see directions below for coding source); (3) grade in which the pupil is placed; (4) date of birth; (5) name of parent or guardian; (6) address of parent or guardian; (7) name of the corporation of which the pupil is resident; (8) date enrolled; (9) if the pupil does not reside in the local school corporation but is transferred from another corporation the number preceding his name should be encircled.

The date on which the pupil is enrolled should be marked with $\boxed{E}$. If the pupil enrolls after the first day of school a line should be drawn through the days of the attendance period during which he is not enrolled. In entering the names on the roll the pupils should be grouped by grades if there is more than one grade in the room. Boys and girls may be grouped separately also.

All pupils should be continued on the roll until the end of the school year or until they have been legally withdrawn or transferred. All pupils between 7 and 16 years of age belonging to the school should be enrolled unless legally exempted.

II. SOURCE. This column shows the source from which the pupil is received. If this school is the first school in Indiana attended by the pupil he is an original entry and should be coded $\boxed{O}$ in the source column. If a pupil has been enrolled in another school in the corporation or another room in this school during this school year and has been transferred to this room, the source should be coded $\boxed{IT}$ (internal transfer). If the pupil has been enrolled in a school in another school corporation in Indiana during the school year, the source should be coded $\boxed{ET}$ (external transfer). Pupils received from another state should be recorded as original entries and the source should be coded $\boxed{O_x}$.

III. RECORDING ATTENDANCE. The attendance record provides space for either a four or six weeks' attendance period. If the attendance period is four weeks in length, the record for the last two weeks should be left blank. Attendance for only one attendance period should be recorded on each page. There are sufficient pages in the register for ten attendance periods. The beginning and end of the attendance period should be recorded by month, day, and year. The date of each day in the period should be written in blank spaces under the days of the weeks. The number of days school is in session should include only days that the school is actually open. Holidays and other days during the period when the school is closed should not be counted. These days should be marked off the register by writing the reason for closing the school in the space under the day and drawing a line through the remainder of the space. (See model for Labor Day and State Teacher's Association.) Pupils should be counted in attendance only on days when school is actually in operation. The practice of counting all pupils present on holidays and other days when school is closed is not desirable. If a pupil is in attendance during the school day and is not tardy the space for the day following his name will be blank.

IV. RECORDING ABSENCE. If a pupil is absent from the forenoon session only, the record for that day should be marked ⧅, with the cause indicated. (See code for cause of absence below.) If the pupil is absent from the afternoon session only, the record for that day should be marked ⧄ with the cause of absence indicated. If the pupil is absent all day, the record should be marked ⊠ with the cause of absence indicated. Causes for absence should be coded as follows: 1 = illness; 2 = excused for other reasons such as inclement weather, bad roads, death in the family, etc.; 3 = temporary permit issued by superintendent; 4 = truancy; 5 = parental neglect. Example: a record marked ⊠ indicates that the pupil was absent all day on account of illness; a record marked ⧅ dicates that the pupil was truant in the forenoon; etc.

V. RECORDING TARDIES. Pupils tardy in the morning should be marked $\boxed{\;^{\bullet}}$. Pupils tardy in the afternoon should be marked $\boxed{_{\bullet}\;}$ Pupils arriving late because of delayed transportation should not be marked tardy.

VI. WITHDRAWALS. If a pupil has permanently withdrawn from school the record should be marked $\boxed{L}$ under the day the pupil withdraws. If a pupil withdraws temporarily under a work permit, or is exempted from attendance for some other reason by the superintendent of schools, the record should be marked $\boxed{Wt}$ under the day the pupil withdraws.

If the pupil transfers to another school in this school corporation or to another room in this school, the record should be marked $\boxed{Ti}$ under the day pupil withdraws. If the pupil transfers to another school corporation in Indiana the record should be marked $\boxed{Te}$ under the day the pupil withdraws. If the pupil moves out of the state the record should be marked $\boxed{T_x}$ under the day the pupil withdraws. A line should be drawn through the days of the attendance period following the day of withdrawal. If a pupil who was temporarily withdrawn reenters school the record should be marked $\boxed{R}$ under the day the pupil reenters.

The destination of all permanent withdrawals and transfers should be recorded in the column marked "Withdrawals" on page 31. The superintendent or the attendance officer should be notified immediately of all withdrawals and transfers.

VII. SUMMARY OF ATTENDANCE. At the end of the attendance period the total days enrolled, days attended, days absence and times tardy should be entered on the record for each pupil and the columns totaled at the bottom of the page. A pupil should remain on the roll until legally withdrawn from the school or room. Temporary withdrawals should be limited to work permits or other valid exemptions and only on notice from the superintendent of schools or the attendance officer. The practice of marking a pupil temporarily withdrawn after a short period of excused absence is not desirable. All pupils of compulsory school age belonging to the school should be enrolled. The pupil should be counted as attending only when the school is actually in session. If the pupil is absent half of a school day, the day should be counted as one-half day attended. The number of days attended plus the number of days absence should equal the number of days enrolled. If it is desired to keep the record of boys and girls separate the totals for each may be written in at the bottom of the attendance record under the appropriate columns.

At the end of each semester a Final Summary of Attendance should be entered. The totals for this record is the sum of the totals of the attendance periods for all pupils enrolled during the semester. This is an important record for it is the pupils' attendance record for the year. All entries and computations on the attendance record should be accurate and complete.

VIII. SUMMARY OF SCHOLARSHIP. A mark in each subject carried by the pupil may be recorded for the attendance period. These marks should be the same as reported to parents. The following marking system is recommended: A = Superior work, B = Above average work, C = Average work, D = Below average work but passing, F = Failure. Blank spaces are left in the scholarship record in which to enter the names of the various subjects carried by the pupils. Recording of marks for each attendance period is optional and may be omitted if other provisions are made for keeping a record of scholarship. At the end of each semester, a final mark in each subject should be recorded. At the end of the first semester one of the blanks for "Summary of Attendance and Scholarship" may be used. For the second semester the "Final Summary of Attendance and Scholarship," page 30, should be used.

IX. SUMMARY OF CODE SYMBOLS. For the convenience of the teacher all of the code symbols recommended in the preceding directions are summarized:

① (encircled number) = non-resident pupil.

SOURCE

O = original entry.
IT = received by transfer from within the corporation.
ET = received by transfer from another school corporation in Indiana.
Ox = received by transfer from another state (recorded as an original entry).
E = date enrolled. Should be placed after the pupil's name under the day enrolled and line drawn through the preceding days of the attendance period.

ATTENDANCE

☐ = (blank square)—full day's attendance and not tardy.
⧅ = absent for the forenoon session.
⧄ = absent for the afternoon session.
⊠ = absent all day.
⊠1 = absent for illness.
⊠2 = excused absence other than illness.
⊠3 = absent on temporary permit issued by the superintendent.
⊠4 = truant.
⊠5 = absent because of parental neglect.
☐˙ = tardy in the morning.
☐. = tardy in the afternoon.

WITHDRAWALS

$\boxed{L}$ = permanent withdrawal.
$\boxed{Wt}$ = temporary withdrawal.
$\boxed{Ti}$ = transferred to another school or room in the corporation.
$\boxed{Te}$ = transferred to another school corporation in Indiana.
$\boxed{T_x}$ = transferred out of state.
$\boxed{R}$ = reentry after temporary withdrawals.

The above symbols should be placed after the pupil's name under the date of withdrawal and a line drawn through the remaining days of the attendance period. The destination of withdrawals should be recorded on page 31.

SCHOLARSHIP

A = superior work.
B = good work—above average.
C = average work.
D = below average work but passing.
F = not passing.

INSTRUCTIONS FOR MAKING REPORTS

Blanks for the following reports are provided in the register. The data for these reports should be taken directly from the register records. The reports should be made promptly and accurately. Page numbers refer to pages in register.

I. INITIAL REPORT ON ENROLLMENT (p. 37) This report should be made to the superintendent at the end of the second week of school. It provides the superintendent and attendance officer with the data to check attendance and enrollment of the pupils of school age residing in the school corporation. It is also the basis of reports on enrollment to the State Department of Public Instruction.

II. PERODIC REPORTS OF ATTENDANCE. (p. 39) This report is made to the superintendent or principal at the end of each attendance period. Nine copies of this form are provided in duplicate. The duplicate copy of each report should remain in the Register. The data for these reports are taken directly from the register and should check with the enrollment record and with the totals recorded at the bottom of the register page. The names of pupils who entered or withdrew during the period should be recorded on the reverse side of the record. The names of pupils illegally absent with the cause of absence should also be recorded on the reverse side of the record. **Average daily attendance** is found by dividing Total Days Attended by Number of Days of School. **Per Cent of Attendance** is found by dividing Total Days Attended by Total Days Enrolled.

III. FINAL REPORT ON ATTENDANCE. (p. 57) This report is the summary of attendance for the school year. The totals for Days Enrolled, Days Attended, Days Absence, and Times Tardy are secured by summing the totals for all of the attendance periods. These totals should equal the sum of the totals of the Final Summary of Attendance for each of the semesters. The form for this report is also provided in duplicate on page 59. The duplicate copy should be retained in the Register.

Number of Pupils Enrolled should include all pupils on the roll at any time during the school year. The number of pupils received from each source should be carefully counted. The sum of the sources should equal total enrollment. Withdrawals and transfers out should be counted and classified by types. Total enrollment less total withdrawals and transfers out should equal the number of pupils on the roll at the end of the year.

Average Daily Attendance is found by dividing the Total Days Attended for the year by the Number of Days School was in operation for the year. Only days that school actually was open and in operation should be counted.

Per Cent of Attendance is found by dividing Total Days Attended for the year by Total Days Enrolled for the year. All computations should be checked. The **Enrollment by Grades** is required by the State Department of Public Instruction. All pupils enrolled in any grade during the year should be counted.

Teacher's Report on Average Monthly Enrollment. An act of the General Assembly of 1939 makes it necessary that transfer tuition costs be computed on the basis of the average monthly enrollment, the same to be obtained by adding together the enrollment on the first day of each month and dividing such total by the number of school months in the school year. A form has been provided for these schools which obtain transfer pupils and have to make reports of this nature, on pages 58 and 60. This should be filled in as a part of the teacher's final report on attendance, so that some of our administrative officials may properly compute the cost.

IV. REPORT OF THE AGGREGATE ATTENDANCE. (p. 61) This report is to be made near the close of October and March of each school year as directed by the Superintendent. It is the basis for determining the apportionment of state school funds and should be made with care. Follow the rules explicitly. A duplicate copy of these forms is provided on page 63. The duplicate copies of these reports should be left in the register.

Rules adopted by the State Board of Education for reporting the attendance of pupils enrolled in grades 1-12 in the public schools of Indiana for the purpose of determining the number of elementary and high school units for which a corporation shall receive tuition support, according to Chapter 194 of the Acts of the 1937 General Assembly. (Tuition Support Law).

1. The period for determining the average daily attendance for the first half of the school year shall be the days when school is in actual operation from the beginning of the school year to such date as may be determined by the State Board of Education.
2. The aggregate attendance of all pupils enrolled in the public schools of a corporation in grades 1-8 inclusive and the aggregate attendance of pupils enrolled in the public schools of a corporation in grades 9-12 inclusive for the above period should be reported as it is recorded on the teacher's register.
3. The attendance during any part of a school day of the pupils enrolled for the entire school day should be counted as a full day's attendance for this report.
4. The average daily attendance should be determined by dividing the aggregate attendance for the above period by the number of days school was in operation during that period. 50/100 or more in the quotient in the total should be considered an additional pupil. No attendance should be included on days when regular classes were not conducted, such as holidays, teachers' institute days, tournament days, etc.
5. The attendance of pupils enrolled in classes below the first grade, such as Kindergarten, and in classes above the 12th grade, such as Post Graduate, should not be included.
6. In case an epidemic caused your attendance to fall below normal, report the attendance exactly as recorded on the teacher's register and by letter accompanying the report, point out the factors which in your mind caused the attendance to fall below normal. If it is found that such factors are considered legitimate reasons for an adjustment the attendance in your corporation will be based on the normal attendance which prevailed in the entire state during the past year.
7. Attendance reports for city or town school corporations should be sent to the State Department by the respective City or Town Superintendent. Attendance reports for townships or for other school corporations under his supervision should be sent to the State Department by the County Superintendent.
8. No report can be accepted and used as a basis for the distribution unless the proper legal signatures have been affixed.

V. FINAL REPORT OF AGGREGATE ATTENDANCE OF PUPILS. (p. 65) This report (Form 7) is required by the State Department of Public Instruction at the end of the school year. It is the basis for apportioning school funds. The directions for making this report are given below in the rules adopted by the State Board of Education March 10, 1933. These rules should be followed explicitly.

A duplicate copy of this form (Form 7) is provided on page 67. This duplicate should be filled out in full and retained in the register.

"RULES ADOPTED BY THE STATE BOARD OF EDUCATION"

"The following rules and regulations for ascertaining and reporting the aggregate and the average daily attendance as a basis for the apportionment of school funds to be distributed under the provisions of Chapter 238 of the Acts of the 1933 Session of the General Assembly were adopted by the State Board of Education at its regular meeting March 10, 1933.

"Care should be exercised to avoid confusing these rules and regulations with those which have been adopted in the past for carrying out the Compulsory Education and Attendance Act, or with any further rules and regulations which may be adopted for carrying out the provisions of other acts passed by the 1933 Session of the General Assembly.

"1. The attendance of only those pupils who are enrolled in grades one to twelve, inclusive, should be reported. Pupils in classes below the first grade, such as kindergarten, and in classes above the twelfth, such as post-graduate, should not be included. This gives a uniform basis for all schools.

"2. The actual attendance of each pupil should be reported to and filed by the respective superintendent at the close of each school year.

"3. The actual aggregate attendance of only those pupils residing in the reporting school corporation limits should be reported as the basis of that corporation's apportionment. The attendance of transferred pupils should be reported to, and included in the report submitted by the corporation in which they legally reside or from which they have been transferred.

"4. In calculating the actual attendance of a pupil, the pupil must be present on the day the record of attendance is taken. (Do not count perfect attendance on days when school is not actually in operation, such as holidays, teachers' institute days, county or state fair days, etc. Days when school was not in operation should be omitted in determining the average daily attendance.) For this report, **attendance during any part of a school day should be reported as a full day.**

"5. The actual aggregate attendance of pupils residing within the corporate limits of a respective school corporation and attending school in grades one to twelve, inclusive, in a private, parochial, or other school taught in the English language which is open to the inspection of local and state attendance and school officers (according to Section 5 of the Compulsory Attendance Act) should be reported to the Superintendent of the **public schools** of that corporation. The attendance of pupils residing ouside the corporate limits in which such private, parochial, or other school is located should be reported to the superintendent of the **public school corporation** in which those pupils have their legal residence.

"6. The attendance of these private, parochial, or other school pupils should be included in the report of the superintendent of the public schools of the corporation where such pupils reside.

"7. The reports of such private, parochial, or other schools to the respective public school superintendent should be made on the same type of report form as used by the public schools.

"8. A summarized report of the attendance in all school corporations in his county should be filed by the county superintendent in the office of the state superintendent on or before the **first Monday in the month of July** immediately following the school year for which such report is made. This report will form the basis of the apportionment of the school funds to be distributed in the following December and June.

"9. An exact copy of the summarized report of the attendance in all school corporations in his county should be filed by the county superintendent in the office of the county auditor and another copy should be filed and kept as a permanent record in the office of the county superintendent.

"10. A correct record of the total attendance of each pupil whose attendance is included in the summarized report, i. e., a copy or the original of each teacher's or attendance clerk's report, should be kept on file and open for inspection in the office of the county superintendent for at least five years after such report has been filed."

VI. TERM END REPORT.

(pp. 69, 71) This report gives the attendance and scholarship of each pupil for the semester and should be made to the principal or the superintendent. It is a duplicate of the Final Summary of Attendance and Scholarship. Pupils who withdraw before the end of the semester and who do not receive final marks should be marked withdrawn, in the space for marks. All pupils who fail or are conditionally promoted should be indicated on the report and the cause of failure or conditional promotion stated. Two forms of this report are provided. The first report should be for the first half of the school year and the second report should be for the second half of the school year.

Attendance and Scholarship Record

Attendance from Sept. 5 to Oct. 13 1933.

	LAST FIRST MIDDLE	SOURCE	GRADE	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
				4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	2	3	4	5	6	9	10	11	12	13
1	Adams, Harry David	0	3	Labor Day	E					•				•													1X	1X				State Teachers Association	
2	Coy, John Allen	0	3		E																												
3	Dodd, Thomas	0	3		E																												
④	Long, James Perry	0	3		—	—	—	—	E																								
5																																	
6																																	
7																																	
8																																	
9																																	
10																																	
11	Allen, Clara June	0	3		E														1X	WT	—	—	—	—	—	—	—	—	R				
12	Johnson, Mildred	IT	3		—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	E					•	•			
⑬	Strong, Alma Marie	0	3		E																												
14	Young, Mary Louise	0	3		E																		Tx	—	—	—	—	—	—	—	—		
15																																	
16																																	
17																																	
18																																	
19																																	
20																																	
21	Boyd, Donald	ET	4		—	—	—	—	—	—	—	—	—	E																			
22	Clark, Allen Wilson	0	4		E								4X																				
23	Engel, Paul Anson	0	4		E								4X																				
24	Main, Joseph Paul	0	4		E																												
㉕	Strong, William James	0	4		E									2X	2X	2X	2X	2X															
26																																	
27																																	
28																																	
29																																	
30																																	
31	Andrews, Bertha Marie	Ox	4		—	—	—	—	—	—	—	—	—	—	—	—	—	—	E														
32	Dodd, Ellen	0	4		E																												
33	Harmon, Carol	0	4		E																												
34	Todd, Helen Louise	0	4		E													Ti	—	—	—	—	—	—	—	—	—	—	—	—	—		
35																																	
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37																																	
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49																																	
50																																	

Total

Summary of Attendance and Scholarship

	Days Enrolled	Days Present	Days Absent	Times Tardy	Language Arts	Reading	Oral & Writ. Exp.	Writing	Spelling	Social Studies	History	Geography	Civics	Mathematics	Elem. Science	Health	Physical Educ.	Practical Arts	Home Econ.	Agriculture	Indust. Arts	Fine Arts	Music	Art			
1	27	25	2	2																							
2	27	27	0	0																							
3	27	27	0	0																							
4	23	23	0	0																							
5																											
6																											
7																											
8																											
9																											
0																											
1	18	17	1	0																							
2	8	8	0	2																							
3	27	27	0	0																							
4	19	19	0	1																							
5																											
6																											
7																											
8																											
9																											
20																											
21	18	18	0	0																							
22	27	26	1	0																							
23	27	26	1	0																							
24	27	27	0	0																							
25	27	22	5	0																							
26																											
27																											
28																											
29																											
30																											
31	13	13	0	0																							
32	27	27	0	0																							
33	27	27	0	0																							
34	14	14	0	0																							
35																											
36																											
37																											
38																											
39																											
40																											
41																											
42																											
43																											
44																											
45																											
46																											
47																											
48																											
49																											
50																											
	383	373	10	5																							

Attendance and
Scholarship Record

Attendance from Sept. 2, '40 to Oct. 11, '40.

	LAST FIRST MIDDLE	SOURCE	GRADE	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
				2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	1	2	3	4	7	8	9	10	11
1	Culp, Carol Ann	O	1																														
2	Eldridge, Ardis Kathleen	O	1																														
3	Fleming, Donald	O	1																														
4	Graham, Shirley Maxine	O	1																X	X													
5	Gratner, Clifford Earl	O	1																														
6	Hayes, Martha Elaine	O	1																														
7	Kozniak, Louis Tommy	O	1																														
8	Kupke, Helen Joyce	O	1																														
9	McFadden, Barbara	O	1																														
10	Minter, Harold Leroy	O	1																														
11	Nuss, Marjorie	O	1																														
12	Salyer, Ila Blane	O	1																												X				
13	Spedeker, Betty Joan	O	1																														
14	Streitmatter, Edith Arlene	O	1																														
15	Tiede, Shirley Sue	O	1																														
16	Timmons, Charles Edward	O	1																														
17	Wood, Bethel	O	1					X																									
18	Yeoman, Patty Joan	O	1												X																		
19	Kennedy, Donald	O	1																														
20	Shaw, Delos	ET	1																														
21																																	
22																																	
23																																	
24																																	
25																																	
26	Bradley, Merlene	O	2																														
27	Britt, James	O	2																														
28	Eib, Dorothy Alice	O	2																														
29	Gratner, Norma Jean	O	2										X																				
30	Nuss, Norma Irene	O	2						X	X	X								X				X			X							
31	Smith, Eldon David	O	2																														
32	Williams, Albert	IT	2											X										X									
33	Williams, Gilbert	IT	2											X										X									
34	Yeoman, James Edward	O	2																														
35	Dewey, Carol Marlene	E.T.	2																														
36	Kisner, Ralph	IT	2																														
37																																	
38																																	
39																																	
40																																	
41																																	
42																																	
43																																	
44																																	
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46																																	
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50																																	

Total

Summary of Attendance and Scholarship

	Days Enrolled	Days Present	Days Absent	Times Tardy	Language Arts	Reading	Oral & Writ. Exp.	Writing	Spelling	Social Studies	History	Geography	Civics	Mathematics	Elem. Science	Health	Physical Educ.	Practical Arts	Home Econ.	Agriculture	Indust. Arts	Fine Arts	Music	Art	Citizenship	
1	30	30	0	0		C+		C									C+							C+	B-	
2	30	30	0	0		C		C-									B-							C	B	
3	30	30	0	0		D+		C-									C+							D+	B-	
4	30	28	2	0		C+		C+									B-							C+	B+	
5	30	30	0	0		D+		C-									C+							C-	B	
6	30	30	0	0		C+		C+									C+							B	B	
7	30	30	0	0		C+		C									B-							C+	B-	
8	30	30	0	0		B-		C+									B-							C+	B	
9	30	30	0	0		D		D+									C+							C	C	
10	30	30	0	0		D-		D-									C-							D	B-	
11	30	30	0	0		D		D+									C+							D+	B-	
12	30	29	1	0		C+		C+									B-							B	B-	
13	30	30	0	0		C		C+									C+							C+	B-	
14	30	30	0	0		D-		F									C-							D-	C-	
15	30	30	0	0		D		D.									C							D	B-	
16	30	30	0	0		B-		C									C+							C	C+	
17	30	29	1	0		C+		C									C+							C	C+	
18	30	29	1	0		D-		D+									C							D+	C+	
19	30	30	0	0		C-		C									C							C	C-	
20																										
21																										
22																										
23																										
24																										
25																										
26	30	30	0	0		C-		C	a-					B+			C+							C+	B-	
27	30	30	0	0		D		C-	D+					D-			C							C-	C	
28	30	30	0	0		C-		a-	a					D			B-							B-	B	
29	30	29	1	0		B		C+	a					a-			B							B	B	
30	30	24	6	0		C-		C	a-					C-			B-							C-	B-	
31	30	30	0	0		D+		D	D					F			C							D	C+	
32	30	28	2	0		C-		D+	C+					C			C+							C-	C+	
33	30	28	2	0		C+		C-	B					B			C							C+	C	
34	30	30	0	0		D+		C	a					C-			C+							C-	C+	
35																										
36																										
37																										
38																										
39																										
40																										
41																										
42																										
43																										
44																										
45																										
46																										
47																										
48																										
49																										
50																										
	840	824	16	0																						

Tear off sheet along perforated line.

Attendance from Oct 14, 1940 to Nov. 20, '40

M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
14	15	16	17	18	21	22	23	24	25	28	29	30	31	1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22
																			X		X								
X																													
										X											X								
										X	X	X	X	X						X							E		
		W																											
										X															X				
													X									X			X				
			X																										
														X						X	X								
		W																											

Teachers' Association

Thanksgiving Vacation

Total

Summary of Attendance and Scholarship

	Days Enrolled	Days Present	Days Absent	Times Tardy	Language Arts	Reading	Oral & Writ. Exp.	Writing	Spelling	Social Studies	History	Geography	Civics	Mathematics	Elem. Science	Health	Physical Educ.	Practical Arts	Home Econ.	Agriculture	Indust. Arts	Fine Arts	Music	Art	Citizenship	
1	27	27	0	0		C+		C+									B-							C+	B-	
2	27	27	0	0		C+		C									B							C+	B	
3	27	25	2	0		D+		C									B-							C-	B	
4	27	27	0	0		C-		C									B							C	B	
5	27	26	1	0		C-		D+									B-							C-	B	
6	27	27	0	0		B		A-									B							B	B	
7	27	27	0	0		B-		B-									B							B-	B	
8	27	27	0	0		B+		B									B							B-	B	
9	27	27	0	0		C-		C-									B-							C+	C+	
10	27	27	0	0		D-		D-									C							D	B-	
11	27	25	2	0		D		C-									B-							C-	B	
12	26	20	6	0		C-		C+									B							B	B	
13	27	27	0	0		C+		B									B-							B	B	
14	27	27	0	0		C+		D-									C							D	C	
15	27	27	0	0		C-		C-									B-							C	B	
16	27	27	0	0		B		C+									B-							C+	C+	
17	27	27	0	0		B-		C+									B							B-	B-	
18	2	2	0	0																						
19	27	27	0	0		C-		B-									C							C+	C	
20																										
21																										
22																										
23																										
24																										
25																										
26	27	27	0	0		C		B-	B					A-			B-							C+	B	
27	27	27	0	0		D+		C	D					B-			C							C	C+	
28	27	27	0	0		C		A-	B+					C-			B							B-	B	
29	27	25	2	0		B-		C+	A					A			B							B-	B+	
30	27	24	3	0		C		C+	B+					C+			B							C	B	
31	27	26	1	0		D		C-	F					F			C+							D+	C+	
32	27	27	0	0		C		C-	C+					C+			B-							C-	C+	
33	27	24	3	0		B-		C	B-					B+			B-							B-	C+	
34	2	2	0	0																						
35																										
36																										
37																										
38																										
39																										
40																										
41																										
42																										
43																										
44																										
45																										
46																										
47																										
48																										
49																										
50																										
	705	685	20	0																						

Present 49 days

absent 7

Tear off sheet along perforated line.

Attendance from November 25 to Dec. 20, 1940

M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
25	26	27	28	29	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20										
										X																			
			X								X																		
				X			X	X	X								X												
		X							X	X							X												
																				Christmas Vacation									
											X																		
							X						X	X															
			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X										

Total

Summary of Attendance and Scholarship

	Days Enrolled	Days Present	Days Absent	Times Tardy	Language Arts	Reading	Oral & Writ. Exp.	Writing	Spelling	Social Studies	History	Geography	Civics	Mathematics	Elem. Science	Health	Physical Educ.	Practical Arts	Home Econ.	Agriculture	Indust. Arts	Fine Arts	Music	Art	Citizenship		
1	20	20	0	0		C		C									B						a-	C+	B-		
2	20	20	0	0		B-		C+									B						B	B-	B		
3	20	19	1	0		D+		C									B						C+	C	B		
4	20	18	2	0		D+		C+									B						B+	C	B		
5	20	15	5	0		C		C-									B						C	C-	B		
6	20	20	0	0		B-		a-									B						B-	B	B		
7	20	20	0	0		C+		B-									B						B-	B-	B		
8	20	20	0	0		B-		B									B						a-	B	B		
9	20	20	0	0		B		C+									B						C	B-	B		
0	20	20	0	0		D		D									C+						B	D	B		
1	20	16	4	0		D-		C-									B						B+	C-	B		
2																											
3	20	20	0	0		D+		B									B						C	B-	B		
4	20	20	0	0		D-		D+									C						D+	D+	C		
5	20	20	0	0		B-		C+									B						C+	C+	B		
6	20	20	0	0		a-		B-									B						B	B-	B-		
7	20	20	0	0		C+		C+									B						a-	B-	B		
8																											
9	20	20	0	0		C-		C-									C						C+	C+	C+		
20																											
21																											
22																											
23																											
24																											
25																											
26	20	20	0	0		C+		B+	B+					a-			B						a-	C+	B		
27	20	20	0	0		D+		C+	D					C+			C+						C	C-	C+		
28	20	19	1	0		C+		a-	B					C-			B						C+	B-	B		
29	20	20	0	0		a-		B-	a+					a			B						B	B-	B+		
30	20	17	3	0		C+		C	C+					C-			B						B	C	B-		
31	20	3	17	0				no grades - no exam.																			
32	20	20	0	0		C-		C-	C+					C-			C+						C	C-	C+		
33	20	20	0	0		C+		C+	C-					a			C+						B-	C+	B-		
34																											
35																											
36																											
37																											
38																											
39																											
40																											
41																											
42																											
43																											
44																											
45																											
46																											
47																											
48																											
49																											
50																											
	500	467	33	0																							

Tear off sheet along perforated line.

Attendance from Dec. 30,'40 to Feb. 7, '41

M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
30	31	1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	3	4	5	6	7
X	X	X	X	X																									
			X	X																									
																			X							X			
									X	X																			
		X												X									X						
														X															
																													X
												X																	
												X	X	X															
																		X	X										
			X														X												
																								X					
														X								X	X						
		X	X	X																									X
				X	X		X			X	X		X				X		X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X															
				X																W									
				X								X			X			X		W									

Total

Summary of Attendance and Scholarship

	Days Enrolled	Days Present	Days Absent	Times Tardy	Language Arts	Reading	Oral & Writ. Exp.	Writing	Spelling	Social Studies	History	Geography	Civics	Mathematics	Elem. Science	Health	Physical Educ.	Practical Arts	Home Econ.	Agriculture	Indust. Arts	Fine Arts	Music	Art	Citizenship
1	30	25	5	0		C		B-						C			B							C	B
2	30	28	2	0		B		C+						B			B							B-	B
3	30	28	2	0		C-		C-						D+			B-							C-	B
4	30	28	2	0		C		C+						C			B							C	A-
5	30	27	3	0		C+		C-						C-			B							C	B
6	30	30	0	0		B+		B+						C+			B							B	B
7	30	30	0	0		B		B						C+			B							B	A-
8	30	30	0	0		B-		C+						C+			B							B-	B
9	30	30	0	0		B		C						C+			B							B	B-
10	30	29	1	0		D+		D						D+			B-							D+	B-
11	30	29	1	0		D+		C-						D+			B							C	B
12																									
13	30	29	1	0		C		B						C-			B							C+	B
14	30	27	3	0		D-		C-						D			B-							C-	[illegible]
15	30	28	2	0		B-		C						C			B							B-	B+
16	30	28	2	0		A-		B						B-			B							B-	B
17	30	29	1	0		B-		C						C			B+							B-	B
18																									
19	30	30	0	0		D+		C+						C			C+							C+	D+
20																									
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22																									
23																									
24																									
25																									
26	30	30	0	0		B		A-	A-					A			B+							B	C
27	30	30	0	0		C-		C	D-					B+			B-							C	B-
28	30	27	3	0		C+		A	A					F			B							B-	A-
29	30	26	4	0		A-		B+	A					A			B+							A-	A-
30	30	12	18	0		no grades																			B-
31	30	15	15	0		D		C-	F					D+			B-							C-	B
32	20	19	1	0		C		C	C					C			C							C	B
33	20	16	4	0		C+		C+	C					B+			B-							C+	B
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	730	660	70	0																					

Tear off sheet along perforated line.

Attendance from Feb. 10, 1941 to Mar. 21, 1941.

M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21
																						X	X	X	X	X	X	X	X
										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
				X	X	X	X	X	X	X	X																		
X	X	X	X	X	X	X	X	X	X				X								X								
													X	X	X	X	X	X	X										
																										W			
									X	X	X	X	X	X				X	X	X									
											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
						X							X	X	X	X	X	X	X	X									X
											X	X	X	X	X	X	X	X	X										
																								X					
X	X	X	X	X													X	X	X	X	X	X	X	X	X	X	X	X	X
														X															
																E				X	X	X	X				X	X	X
										X	X	X	X	X	X	X	X	X	X										
														X	X	X	X	X	X	X	X	X	X	X	X				
										X	X	X																	
					X	X	X			X	X	X	X	X													X		
																								E					

Total

Summary of Attendance and Scholarship

	Days Enrolled	Days Present	Days Absent	Times Tardy	Language Arts	Reading	Oral & Writ. Exp.	Writing	Spelling	Social Studies	History	Geography	Civics	Mathematics	Elem. Science	Health	Physical Educ.	Practical Arts	Home Econ.	Agriculture	Indust. Arts	Fine Arts	Music	Art	Citizenship		
1	30	30	0	0		C		B-	C-					C+			B							C+	B		
2	30	22	8	0		B		B-	C+					B			B							B-	B		
3	30	14	16	0		no grades - too many days absent.																					
4	30	22	8	0		C+		C+	B					C+			B							C+	A-		
5	30	18	12	0		C-		C	D					C			B							C	B+		
6	30	23	7	0		A-		A-	A-					B-			B							A-	B		
7	26	26	0	0		B+		B	B					B-			B							B	A-		
8	30	21	9	0		A-		A-	A-					B			B							A-	B		
9	30	30	0	0		B+		B-	A-					C+			B							B	B		
10	30	11	19	0		no grades - absent too much.																					
11	30	20	10	0		D-		C	D					D+			B							C	B		
12																											
13	30	30	0	0		C-		A-	C+					C			B							B-	B+		
14	30	21	9	0		D-		C	F					D+			B							C-	B		
15	30	29	1	0		B		C+	A-					C+			B							B	A-		
16	30	30	0	0		A-		A-	A-					B			B							B	B		
17	30	12	18	0		no grades - absent too much																					
18																											
19	30	29	1	0		D		C+	D					C			C+							C-	C		
20	14	7	7	0																							
21																											
22																											
23																											
24																											
25																											
26	30	20	10	0		B+		A-	A-								B							B+	B		
27	30	30	0	0		C-		C+	B-								B							C	B		
28	30	18	12	0		C		B+	B								B							B-	A-		
29	30	27	3	0		A-		B	A								B							B+	A		
30	30	21	9	0		C		C	B-								B							C	B		
31	30	30	0	0		D-		C-	D								B							C-	B		
32																											
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35	6	6	0	0																							
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	706	547	159	0																							

Unless you have Second Semester promotions this strip should be torn off along perforated lines.

133 da - 56

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186

Attendance from March 24,'41 to April

M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F.
24	25	26	27	28	31	1	2	3	4	7	8	9	10	11	14	15	16	17	18										
				X							X																		
			X	X													X												
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		X							X																				
X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X													
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										X	X	X																	
				X	X	X	X	X	X																				
X	X	X	X	X										X															
										X			X																
															X	X	X												
X			X		X																								
								E						X															

Total

Summary of Attendance and Scholarship

	Days Enrolled	Days Present	Days Absent	Times Tardy	Language Arts	Reading	Oral & Writ. Exp.	Writing	Spelling	Social Studies	History	Geography	Civics	Mathematics	Elem. Science	Health	Physical Educ.	Practical Arts	Home Econ.	Agriculture	Indust. Arts	Fine Arts	Music	Art	Citizenship	
1	20	20	0			C-		B	C					B-			B							C+	B	
2	20	18	2			B		C+	B-					B+			B							B	B	
3	20	17	3			D+		C-	D+					C			B							C	B	
4	20	19	1			C+		B-	B					B-			B							B-	A-	
5	20	18	2			C-		C-	D+					C			B							C	B	
6	20	20	0			A		B+	A					B			B							A-	B	
7	—																									
8	20	20	0			A-		A	A					B+			B							A-	B+	
9	20	20	0			B		B	A-					B-			B							B+	B	
10	20	3	17			no grades.																				
11	20	19	1			F		C+	D-					C-			B							C+	B	
12	—																									
13	20	20	0			C		A-	C					B-			B							B	A-	
14	20	20	0			F		C+	F					C-			B							C	C+	
15	20	20	0			B+		C	A					B-			B							B	A-	
16	20	17	3			A		B+	A					B+			B							A-	B	
17	20	14	6			C+		B-	C+					C+			B+							B	B	
18	—																									
19	20	20	0			C-		C+	D+					C+			B-							C	C	
20	20	14	6			C+		C-	C-					B			B							C+	B-	
21																										
22																										
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24																										
25																										
26	20	20	0			B+		A	A-					A			B							A-	B	
27	20	20	0			C		C+	C-					A			B							C	B	
28	20	18	2			C+		A-	A					C			B							B	A-	
29	20	17	3			A-		B+	A					A			B							B	A-	
30	20	17	3			C+		C+	A-					C			B							C+	B+	
31	20	20	0			D		C	F					D			B							C-	A-	
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35	20	20	0			D+		C+	C					C			B							B-	A-	
36	12	11	1			A		C+	A					B			B							C+	B	
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	492	442	50																							

Tear off sheet along perforated line.

Attendance from —————— to——————

M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F

Total

Summary of Attendance and Scholarship

	DAYS ENROLLED	DAYS PRESENT	DAYS ABSENT	TIMES TARDY	LANGUAGE ARTS	READING	ORAL & WRIT. EXP.	WRITING	SPELLING	SOCIAL STUDIES	HISTORY	GEOGRAPHY	CIVICS	MATHEMATICS	ELEM. SCIENCE	HEALTH	PHYSICAL EDUC.	PRACTICAL ARTS	HOME ECON.	AGRICULTURE	INDUST. ARTS	FINE ARTS	MUSIC	ART			
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Attendance from ______________ to ______________

M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F

Total

Summary of Attendance and Scholarship

	DAYS ENROLLED	DAYS PRESENT	DAYS ABSENT	TIMES TARDY	LANGUAGE ARTS	READING	ORAL & WRIT. EXP.	WRITING	SPELLING	SOCIAL STUDIES	HISTORY	GEOGRAPHY	CIVICS	MATHEMATICS	ELEM. SCIENCE	HEALTH	PHYSICAL EDUC.	PRACTICAL ARTS	HOME ECON.	AGRICULTURE	INDUST. ARTS	FINE ARTS	MUSIC	ART			
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Attendance from ______________ to ______________

M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F

Total

Summary of Attendance and Scholarship

	Days Enrolled	Days Present	Days Absent	Times Tardy	Language Arts	Reading	Oral & Writ. Exp.	Writing	Spelling	Social Studies	History	Geography	Civics	Mathematics	Elem. Science	Health	Physical Educ.	Practical Arts	Home Econ.	Agriculture	Indust. Arts	Fine Arts	Music	Art			
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Attendance from ______________ to ______________

M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F

Total

Summary of Attendance and Scholarship

	Days Enrolled	Days Present	Days Absent	Times Tardy	Language Arts	Reading	Oral & Writ. Exp.	Writing	Spelling	Social Studies	History	Geography	Civics	Mathematics	Elem. Science	Health	Physical Educ.	Practical Arts	Home Econ.	Agriculture	Indust. Arts	Fine Arts	Music	Art			
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Tear off this sheet along perforated line.

Summary of Attendance and Scholarship

Days Enrolled	Days Present	Days Absent	Times Tardy	Language Arts	Reading	Oral & Writ. Exp.	Writing	Spelling	Social Studies	History	Geography	Civics	Mathematics	Elem. Science	Health	Physical Educ.	Practical Arts	Home Econ.	Agriculture	Indust. Arts	Fine Arts	Music	Art				Grade Next Term
				TOTAL																							

Miscellaneous Data on Pupil

BIRTH DATE MO. DAY YR.	NAME OF PARENT OR GUARDIAN	ADDRESS	CORPORATION IN WHICH PUPIL HAS LEGAL RESIDENCE	DATE ENROLLED	WITHDRAWAL
8 - 25 - 33	Kenneth Culp	Rensselaer R.R.1.	Barkley Twp.	Sept.2	'40.
12 - 13 - 33	Thomas Eldridge	" "	" "	"	
11 - 24 - 33	Gaylord Fleming	" " 6	" "	"	
1 - 31 - 34	Raymond O Graham	" " "	" "	"	
8 - 21 - 34	Wm Louis Gratner	" " 1	" "	"	
5 - 8 - 34	Allen Hayes	" " "	" "	"	
8 - 13 - 33	Louis Paul Korniak	" " "	" "	"	3-17-'41
9 - 29 - 34	William Kupke	Francesville 1	" "	"	
10 - 25 - 34	Everett McFadden	" " "	" "	"	
2 - 24 - 34	Mrs. Bert Lashbrook	" " "	" "	"	
10 - 21 - 34	Frank Nuss	" " 6	" "	"	
7 - 20 - 32	William Safyer	" " 1	" "	"	
12 - 25 - 33	William H. Snedeker	" " "	" "	"	
9 - 9 - 34	Richard Streitmatter	" " 6	" "	"	
9 - 26 - 34	William Tiede	" " 5	" "	"	
5 - 27 - 34	Leigh A. Timmons	" " 1	" "	"	
4 - 30 - 34	Clyde Wood	" " "	" "	"	
9 - 24 - 34	Murray Yeoman	" " "	" "	"	10-16-'40
6 - 4 - 33	Thomas Kennedy	" " "	" "	"	
9 - 9 - 34	J. L. Shaw	" " "	" "	Mar 4	
3 - 17 - 33	Erve Bradley	" "	" "	"	
9 - 4 - 32	James L. Brett	" " 6	" "	"	
1 - 22 - 33	Rollin Eib	" " 1	" "	"	
10 - 7 - 32	Warren Gratner	" " "	" "	"	
3 - 3 - 33	Frank Nuss	" " 6	" "	"	
8 - 16 - 32	David Smith	" " 1	" "	"	
6 - 6 - 33	Menifee Williams	" " "	" "	"	1-24-'41
5 - 14 - 31	" " " "	" " "	" "	"	1-24-'41
12 - 5 - 32	Murray Yeoman	" " 1	" "	"	10-16-'40
4 - 28 - 33	Darold Dewey	— —		Mar.14	
7 - 6 - 32	Donie Risner	" " 1		Apr.3	

REGISTER OF VISITORS

DATE	NAME OF VISITOR	DATE	NAME OF VISITOR
Sept. '40	Mrs Clyde Wood		Mrs. Leigh Timmons
	Mrs Wm Rupke		
	Mrs Clyde Wood		
	Violet Streitmatter		
Oct. 1, '40	Mrs Rollin Eib		
Oct. 9,	Mrs. Clyde Wood		
'' ''	Mrs. Edward Martin		
'' 10	Hope Timmons		
'' 11	Mrs. Wm Rupke pupils mother		
'' 18	Ira L. Huntington Co. Supt.		
Jan. 28	Warren Gratner (pupils father		
Feb. 5	Nettie Belcner (pupil's aunt)		

Daily Class Program

(Office Copy)

TIME		LENGTH OF PERIOD	CLASS	SUBJECTS - RECITE OR STUDY					TEACHER	ROOM	TIME PER SUBJECT IN MINUTES WEEKLY	
FROM	TO			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			SCHEDULE REQUIRED	
INTERMISSION												
LUNCH HOUR												
INTERMISSION												
DISMISSAL												

Daily Class Program

(Office Copy)

TIME		LENGTH OF PERIOD	CLASS	SUBJECTS - RECITE OR STUDY					TEACHER	ROOM	TIME PER SUBJECT IN MINUTES WEEKLY	
FROM	TO			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			SCHEDULE REQUIRED	
INTERMISSION												
LUNCH HOUR												
INTERMISSION												
DISMISSAL												

Daily Class Program

(Teacher's Copy)

TIME		LENGTH OF PERIOD	CLASS	SUBJECTS - RECITE OR STUDY					TEACHER	ROOM	TIME PER SUBJECT IN MINUTES WEEKLY	
FROM	TO			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			SCHEDULE	REQUIRED
INTERMISSION												
LUNCH HOUR												
INTERMISSION												
DISMISSAL												

Daily Class Program

(Teacher's Copy)

TIME		LENGTH OF PERIOD	CLASS	SUBJECTS - RECITE OR STUDY					TEACHER	ROOM	TIME PER SUBJECT IN MINUTES WEEKLY	
FROM	TO			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			SCHEDULE	REQUIRED
INTERMISSION												
LUNCH HOUR												
INTERMISSION												
DISMISSAL												

(Duplicate for teacher to retain in Register.)

TEACHER'S PERIODIC REPORT ON ATTENDANCE

Corporation Barkley Twp. School South Barkley Grades 1-2

Attendance from September 2, '40 to October 11, 1940

No. days of school 30 Principal Delmas Moore

This report is to be made by monthly or six weeks periods as directed by the Superintendent.

	Boys	Girls	Total
1. Number of pupils on roll at end of last attendance period	11	17	28
2. New pupils received during this attendance period:			
Original entries			
Transfers received from within the corporation			
Transfers received from other corporations in Indiana			
Transfers received from other states			
Reentries			
3. Total number of new pupils received during period			
4. Withdrawals:			
Permanent withdrawals			
Temporary withdrawals			
Transferred to another school in the corporation			
Transferred to another corporation in Indiana			
Transferred out of state			
5. Total number of withdrawals			
6. Pupils on roll at end of period (1 + 3 — 5)	11	17	28
7. Total days enrolled			840
8. Total days attendance			824
9. Total days absence			16
10. Total number tardies			0
11. Average daily attendance (total days attended ÷ No. of days of school)			27.5
12. Per cent of attendance			98.1

GRADES	K	1	2	3	4	5	6	7	8	TOTAL 1-8	9	10	11	12	TOTAL 9-12
BOYS		6	5							11					
GIRLS		13	4							17					
TOTAL		19	9							28					

(Duplicate for teacher to retain in Register.)

TEACHER'S PERIODIC REPORT ON ATTENDANCE

Corporation Barkley Twp. School South Barkley Grades 1-2

Attendance from Oct. 14, 1940 to Nov. 20, 1940

No. days of school 27 Principal Delmas Moore

This report is to be made by monthly or six weeks periods as directed by the Superintendent.

	Boys	Girls	Total
1. Number of pupils on roll at end of last attendance period	11	17	28
2. New pupils received during this attendance period:			
Original entries			
Transfers received from within the corporation			
Transfers received from other corporations in Indiana			
Transfers received from other states			
Reentries			
3. Total number of new pupils received during period			
4. Withdrawals:			
Permanent withdrawals	1	2	3
Temporary withdrawals			
Transferred to another school in the corporation			
Transferred to another corporation in Indiana			
Transferred out of state			
5. Total number of withdrawals	1	2	3
6. Pupils on roll at end of period (1 + 3 — 5)	10	15	25
7. Total days enrolled			705
8. Total days attendance			685
9. Total days absence			20
10. Total number tardies			0
11. Average daily attendance (total days attended ÷ No. of days of school)			25.4
12. Per cent of attendance			97.+

GRADES	K	1	2	3	4	5	6	7	8	TOTAL 1-8	9	10	11	12	TOTAL 9-12
BOYS		6	4							10					
GIRLS		11	4							15					
TOTAL		17	8							25					

NEW PUPILS RECEIVED DURING PERIOD

Pupil	Source	Parent or Guardian	Resident of Corporation	Date

WITHDRAWALS DURING PERIOD

Pupil	Cause of Withdrawal	Parent or Guardian	Date

ILLEGAL ABSENCES

Pupil	Days Absent	Cause of Absence	Remarks

NEW PUPILS RECEIVED DURING PERIOD

Pupil	Source	Parent or Guardian	Resident of Corporation	Date

WITHDRAWALS DURING PERIOD

Pupil	Cause of Withdrawal	Parent or Guardian	Date
Patty Yeoman	moved	Murray Yeoman	Oct. 16, 1940
James " "	"	" "	" " "
Ina B. Salyer	"	Willie Salyer	Nov. 19, 1940

ILLEGAL ABSENCES

Pupil	Days Absent	Cause of Absence	Remarks

(Duplicate for teacher to retain in Register.)

TEACHER'S PERIODIC REPORT ON ATTENDANCE

Corporation Barkley Twp School S. Barkley Grades 1-2

Attendance from Nov 25, 1940 to Dec. 20, 1940

No. days of school 20 Principal Delmas Moore

This report is to be made by monthly or six weeks periods as directed by the Superintendent.

	Boys	Girls	Total
1. Number of pupils on roll at end of last attendance period	10	15	25
2. New pupils received during this attendance period:			
Original entries			
Transfers received from within the corporation			
Transfers received from other corporations in Indiana			
Transfers received from other states			
Reentries			
3. Total number of new pupils received during period			
4. Withdrawals:			
Permanent withdrawals			
Temporary withdrawals			
Transferred to another school in the corporation			
Transferred to another corporation in Indiana			
Transferred out of state			
5. Total number of withdrawals			
6. Pupils on roll at end of period (1 + 3 — 5)	10	15	25
7. Total days enrolled			500
8. Total days attendance			467
9. Total days absence			33
10. Total number tardies			0
11. Average daily attendance (total days attended ÷ No. of days of school)			23.3
12. Per cent of attendance			93+

GRADES	K	1	2	3	4	5	6	7	8	TOTAL 1-8	9	10	11	12	TOTAL 9-12
BOYS		6	4							10					
GIRLS		11	4							15					
TOTAL		17	8							25					

(Duplicate for teacher to retain in Register.)

TEACHER'S PERIODIC REPORT ON ATTENDANCE

Corporation Barkley Twp School S. Barkley Grades 1-2

Attendance from December 30, 40 to Feb. 7, 1941.

No. days of school 30 Principal Delmas Moore

This report is to be made by monthly or six weeks periods as directed by the Superintendent.

	Boys	Girls	Total
1. Number of pupils on roll at end of last attendance period	10	15	25
2. New pupils received during this attendance period:			
Original entries			
Transfers received from within the corporation			
Transfers received from other corporations in Indiana			
Transfers received from other states			
Reentries			
3. Total number of new pupils received during period			
4. Withdrawals:			
Permanent withdrawals	2		2
Temporary withdrawals			
Transferred to another school in the corporation			
Transferred to another corporation in Indiana			
Transferred out of state			
5. Total number of withdrawals	2		2
6. Pupils on roll at end of period (1 + 3 — 5)	8	15	23
7. Total days enrolled			730
8. Total days attendance			660
9. Total days absence			70
10. Total number tardies			0
11. Average daily attendance (total days attended ÷ No. of days of school)			22
12. Per cent of attendance			90.4

GRADES	K	1	2	3	4	5	6	7	8	TOTAL 1-8	9	10	11	12	TOTAL 9-12
BOYS		6	2							8					
GIRLS		11	4							15					
TOTAL		17	6							23					

NEW PUPILS RECEIVED DURING PERIOD

Pupil	Source	Parent or Guardian	Resident of Corporation	Date

WITHDRAWALS DURING PERIOD

Pupil	Cause of Withdrawal	Parent or Guardian	Date

ILLEGAL ABSENCES

Pupil	Days Absent	Cause of Absence	Remarks

NEW PUPILS RECEIVED DURING PERIOD

Pupil	Source	Parent or Guardian	Resident of Corporation	Date

WITHDRAWALS DURING PERIOD

Pupil	Cause of Withdrawal	Parent or Guardian	Date
Albert Williams	moved	Menifee Williams	1-24-'41
Gilbert Williams	"	" "	1-24-'41

ILLEGAL ABSENCES

Pupil	Days Absent	Cause of Absence	Remarks

(Duplicate for teacher to retain in Register.)

TEACHER'S PERIODIC REPORT ON ATTENDANCE

Corporation Barkley Twp School S. Barkley Grades 1-2

Attendance from February 10, '41 to March 21, '41.

No. days of school 30 Principal Delmas Moore

This report is to be made by monthly or six weeks periods as directed by the Superintendent.

	Boys	Girls	Total
1. Number of pupils on roll at end of last attendance period	8	15	23
2. New pupils received during this attendance period:			
Original entries			
Transfers received from within the corporation			
Transfers received from other corporations in Indiana	1	1	2
Transfers received from other states			
Reentries			
3. Total number of new pupils received during period	1	1	2
4. Withdrawals:			
Permanent withdrawals	1		
Temporary withdrawals			
Transferred to another school in the corporation			
Transferred to another corporation in Indiana			
Transferred out of state			
5. Total number of withdrawals	1	0	1
6. Pupils on roll at end of period (1 + 3 — 5)	8	16	24
7. Total days enrolled			706
8. Total days attendance			547
9. Total days absence			159
10. Total number tardies			0
11. Average daily attendance (total days attended ÷ No. of days of school)			18.2
12. Per cent of attendance			77.5

GRADES	K	1	2	3	4	5	6	7	8	TOTAL 1-8	9	10	11	12	TOTAL 9-12
BOYS		6	2							8					
GIRLS		11	5							16					
TOTAL		17	7							24					

(Duplicate for teacher to retain in Register.)

TEACHER'S PERIODIC REPORT ON ATTENDANCE

Corporation Barkley School S. Barkley Grades 1-2

Attendance from March 24, 1941 to April 18, 1941

No. days of school 20 Principal Delmas Moore

This report is to be made by monthly or six weeks periods as directed by the Superintendent.

	Boys	Girls	Total
1. Number of pupils on roll at end of last attendance period	8	16	24
2. New pupils received during this attendance period:			
Original entries			
Transfers received from within the corporation	1		
Transfers received from other corporations in Indiana			
Transfers received from other states			
Reentries			
3. Total number of new pupils received during period	1		1
4. Withdrawals:			
Permanent withdrawals			
Temporary withdrawals			
Transferred to another school in the corporation			
Transferred to another corporation in Indiana			
Transferred out of state			
5. Total number of withdrawals			
6. Pupils on roll at end of period (1 + 3 — 5)	9	16	25
7. Total days enrolled			492
8. Total days attendance			442
9. Total days absence			50
10. Total number tardies			0
11. Average daily attendance (total days attended ÷ No. of days of school)			22
12. Per cent of attendance			89+

GRADES	K	1	2	3	4	5	6	7	8	TOTAL 1-8	9	10	11	12	TOTAL 9-12
BOYS		6	2							8					
GIRLS		11	6							17					
TOTAL		17	8							25					

NEW PUPILS RECEIVED DURING PERIOD

Pupil	Source	Parent or Guardian	Resident of Corporation	Date
Delos Shaw	E.T		Barkley Twp.	March 4, 1941.
Carol Dewey	ET	Darold Dewey	"	March 14, 1941.

WITHDRAWALS DURING PERIOD

Pupil	Cause of Withdrawal	Parent or Guardian	Date
"Tommy" Louis Korniak	moved	Louis Korniak	Mar. 17,'41

ILLEGAL ABSENCES

Pupil	Days Absent	Cause of Absence	Remarks

NEW PUPILS RECEIVED DURING PERIOD

Pupil	Source	Parent or Guardian	Resident of Corporation	Date
Ralph Risner	I.T	Donie R.	Barkley	4-3-'41

WITHDRAWALS DURING PERIOD

Pupil	Cause of Withdrawal	Parent or Guardian	Date

ILLEGAL ABSENCES

Pupil	Days Absent	Cause of Absence	Remarks

(Duplicate for teacher to retain in Register.)

TEACHER'S PERIODIC REPORT ON ATTENDANCE

Corporation .... School .... Grades ....

Attendance from .... to ....

No. days of school .... Principal ....

This report is to be made by monthly or six weeks periods as directed by the Superintendent.

	Boys	Girls	Total
1. Number of pupils on roll at end of last attendance period ..			
2. New pupils received during this attendance period:			
Original entries			
Transfers received from within the corporation			
Transfers received from other corporations in Indiana			
Transfers received from other states			
Reentries			
3. Total number of new pupils received during period			
4. Withdrawals:			
Permanent withdrawals			
Temporary withdrawals			
Transferred to another school in the corporation			
Transferred to another corporation in Indiana			
Transferred out of state			
5. Total number of withdrawals			
6. Pupils on roll at end of period (1 + 3 — 5)			
7. Total days enrolled			
8. Total days attendance			
9. Total days absence			
10. Total number tardies			
11. Average daily attendance (total days attended ÷ No. of days of school)..			
12. Per cent of attendance			

GRADES	K	1	2	3	4	5	6	7	8	TOTAL 1-8	9	10	11	12	TOTAL 9-12
BOYS															
GIRLS															
TOTAL															

(Duplicate for teacher to retain in Register.)

TEACHER'S PERIODIC REPORT ON ATTENDANCE

Corporation .... School .... Grades ....

Attendance from .... to ....

No. days of school .... Principal ....

This report is to be made by monthly or six weeks periods as directed by the Superintendent.

	Boys	Girls	Total
1. Number of pupils on roll at end of last attendance period ..			
2. New pupils received during this attendance period:			
Original entries			
Transfers received from within the corporation			
Transfers received from other corporations in Indiana			
Transfers received from other states			
Reentries			
3. Total number of new pupils received during period			
4. Withdrawals:			
Permanent withdrawals			
Temporary withdrawals			
Transferred to another school in the corporation			
Transferred to another corporation in Indiana			
Transferred out of state			
5. Total number of withdrawals			
6. Pupils on roll at end of period (1 + 3 — 5)			
7. Total days enrolled			
8. Total days attendance			
9. Total days absence			
10. Total number tardies			
11. Average daily attendance (total days attended ÷ No. of days of school)..			
12. Per cent of attendance			

GRADES	K	1	2	3	4	5	6	7	8	TOTAL 1-8	9	10	11	12	TOTAL 9-12
BOYS															
GIRLS															
TOTAL															

NEW PUPILS RECEIVED DURING PERIOD

Pupil	Source	Parent or Guardian	Resident of Corporation	Date

WITHDRAWALS DURING PERIOD

Pupil	Cause of Withdrawal	Parent or Guardian	Date

ILLEGAL ABSENCES

Pupil	Days Absent	Cause of Absence	Remarks

NEW PUPILS RECEIVED DURING PERIOD

Pupil	Source	Parent or Guardian	Resident of Corporation	Date

WITHDRAWALS DURING PERIOD

Pupil	Cause of Withdrawal	Parent or Guardian	Date

ILLEGAL ABSENCES

Pupil	Days Absent	Cause of Absence	Remarks

TEACHER'S PERIODIC REPORT ON ATTENDANCE

Corporation .... School .... Grades ....

Attendance from .... to ....

No. days of school .... Principal ....

This report is to be made by monthly or six weeks periods as directed by the Superintendent.

	Boys	Girls	Total
1. Number of pupils on roll at end of last attendance period			
2. New pupils received during this attendance period:			
Original entries			
Transfers received from within the corporation			
Transfers received from other corporations in Indiana			
Transfers received from other states			
Reentries			
3. Total number of new pupils received during period			
4. Withdrawals:			
Permanent withdrawals			
Temporary withdrawals			
Transferred to another school in the corporation			
Transferred to another corporation in Indiana			
Transferred out of state			
5. Total number of withdrawals			
6. Pupils on roll at end of period (1 + 3 — 5)			
7. Total days enrolled			
8. Total days attendance			
9. Total days absence			
10. Total number tardies			
11. Average daily attendance (total days attended ÷ No. of days of school)			
12. Per cent of attendance			

GRADES	K	1	2	3	4	5	6	7	8	TOTAL 1-8	9	10	11	12	TOTAL 9-12
BOYS															
GIRLS															
TOTAL															

(Duplicate for teacher to retain in Register.)

TEACHER'S PERIODIC REPORT ON ATTENDANCE

Corporation .... School .... Grades ....

Attendance from .... to ....

No. days of school .... Principal ....

This report is to be made by monthly or six weeks periods as directed by the Superintendent.

	Boys	Girls	Total
1. Number of pupils on roll at end of last attendance period			
2. New pupils received during this attendance period:			
Original entries			
Transfers received from within the corporation			
Transfers received from other corporations in Indiana			
Transfers received from other states			
Reentries			
3. Total number of new pupils received during period			
4. Withdrawals:			
Permanent withdrawals			
Temporary withdrawals			
Transferred to another school in the corporation			
Transferred to another corporation in Indiana			
Transferred out of state			
5. Total number of withdrawals			
6. Pupils on roll at end of period (1 + 3 — 5)			
7. Total days enrolled			
8. Total days attendance			
9. Total days absence			
10. Total number tardies			
11. Average daily attendance (total days attended ÷ No. of days of school)			
12. Per cent of attendance			

GRADES	K	1	2	3	4	5	6	7	8	TOTAL 1-8	9	10	11	12	TOTAL 9-12
BOYS															
GIRLS															
TOTAL															

NEW PUPILS RECEIVED DURING PERIOD

Pupil	Source	Parent or Guardian	Resident of Corporation	Date

WITHDRAWALS DURING PERIOD

Pupil	Cause of Withdrawal	Parent or Guardian	Date

ILLEGAL ABSENCES

Pupil	Days Absent	Cause of Absence	Remarks

NEW PUPILS RECEIVED DURING PERIOD

Pupil	Source	Parent or Guardian	Resident of Corporation	Date

WITHDRAWALS DURING PERIOD

Pupil	Cause of Withdrawal	Parent or Guardian	Date

ILLEGAL ABSENCES

Pupil	Days Absent	Cause of Absence	Remarks

(Duplicate for teacher to retain in Register.)

TEACHER'S FINAL REPORT ON ATTENDANCE

Corporation Barkley Twp. School South Barkley Grades 1-2

Attendance from Sept. 9,'40 to April 18,'41 No. days of school 157

	Boys	Girls	Total
1. Number enrolled during year by:			
Original entries	11	17	28
Received by transfer from within corporation	1		1
Received by transfer from other corporations in Indiana	1	1	2
Received by transfer from other states			
2. Total enrollment	13	18	31
3. Withdrawals:			
Permanent withdrawals			
Transfers to other schools in corporation			
Transfers to other corporations in Indiana	1	1	2
Transfers out of state	3	1	4
4. Total withdrawals	4	2	6
5. Number of pupils on roll at end of year (equals total enrollment less withdrawals)	9	16	25
6. Total days enrolled			3973
7. Total days attendance			3625
8. Total days absence			348
9. Total number tardies			0
10. Average daily attendance			23+
11. Per cent of attendance			91.2
12. Number pupils transported			all

ENROLLMENT BY GRADES

Count all pupils enrolled during the school year, excluding duplicate enrollments

Grade	K	1	2	3	4	5	6	7	8	Total	9	10	11	12	Total
Boys		7	6							13					
Girls		13	5							18					
Total		20	11							31					

No. colored pupils enrolled; grades 1-8, boys ________, girls ________, total ________. Grades 9-12, boys ________, girls ________, total ________.

I hereby certify that the above is a true and correct report.

Signed Mabel George
Teacher

*Teacher's Report on Average Monthly Enrollment

Month	Enrollment on First Day of Month
1	Sept. 2,'40 - 28
2	Oct. 14, '40 - 25
3	Nov. 25, '40 - 25
4	Dec. 30,'40 - 23
5	Feb. 10, '41 - 24
6	Mar. 24, '41 - 25
7	
8	
9	
10	
Total enrollment	150
Average monthly enrollment	25

*This report is required by an act of the General Assembly of 1939, and is the basis for computing transfer tuition costs. The enrollment on the first day of each school month shall be entered opposite the proper month, the enrollments totalled, and the average determined by dividing by the number of school months, which will determine the average monthly enrollment.

(Duplicate for teacher to retain in Register.)

Teacher's Report of the Aggregate Attendance (First Report)

This report is the basis for apportioning state school funds. See directions on page 6.

Corporation Barkley Twp. County Jasper Date Nov. 1, '40

1 Grades Reported on	2 Title of School	3 Number of Days This School Was in Operation During Period	4 No. Pupils Enrolled in These Grades	5 Aggregate Attendance	6 Av. Daily Attendance
1-2	South Barkley	44	28	1185	26.9

A. Total listed above as enrolled.	28
B. Pupils, included above, having legal residence within this corporation.	28
C. Pupils, included above, legally transferred. (Transfer Certificate must be on file.)	0
D. Pupils, included above, whose legal residence is in another corporation and attending without having presented legal transfer certificate, or without agreeing to pay full transfer cost computed according to statute.	0
Sum of B, C, D must equal A.	

(NOTE: Days on which school was in operation for a part of a day should be counted as a whole day.)

AVERAGE DAILY ATTENDANCE

(Divide total in column 5 by column 3 total number of days school was in operation.)

I hereby certify that the above is a true and correct report.

Signed Mabel George
Teacher

(Duplicate for teacher to retain in Register.)

Teacher's Report of the Aggregate Attendance (Second Report)

This report is the basis for apportioning state school funds. See directions on page 6.

Corporation .... County .... Date........

1 Grades Reported on	2 Title of School	3 Number of Days This School Was in Operation During Period	4 No. Pupils Enrolled in These Grades	5 Aggregate Attendance	6 Av. Daily Attendance
1-2	South Barkley	65	27	1310	20.1+

A. Total listed above as enrolled.	27
B. Pupils, included above, having legal residence within this corporation.	27
C. Pupils, included above, legally transferred. (Transfer Certificate must be on file.)	
D. Pupils, included above, whose legal residence is in another corporation and attending without having presented legal transfer certificate, or without agreeing to pay full transfer cost computed according to statute.	
Sum of B, C, D must equal A.	

(NOTE: Days on which school was in operation for a part of a day should be counted as a whole day.)

AVERAGE DAILY ATTENDANCE

(Divide total in column 5 by column 3 total number of days school was in operation.)

I hereby certify that the above is a true and correct report.

Signed Mabel George
Teacher

Form 7 Due the last day of School

(Duplicate for teacher to retain in Register.)

Teacher's Final Report of Aggregate Attendance of Pupils

of

South Barkley School — Name or number

Barkley Twp — Name of city, town or township — Indiana

For period from September 2, '40 to April 18, '41

Each teacher or clerk charged with keeping the necessary records of attendance of the pupils in grades 1-12 inclusive, in the several schools of the State of Indiana must file with the local principal or superintendent, a correct report of the attendance of each pupil according to the rules and regulations adopted by the State Board of Education, to be used as a basis for the apportionment of the common school fund as provided in Chapter 238 of the Acts of the 1933 Session of the General Assembly. (All reports of a school filed with the principal must be forwarded to the superintendent or trustee of that school corporation.)

State Superintendent of Public Instruction.

1	2	3	4	5			NUMBER OF DAYS PRESENT	
				DATE OF BIRTH			6	7
NO.	NAME OF PUPIL	CORPORATION IN WHICH PUPIL HAS LEGAL RESIDENCE	GRADE	MONTH	DAY	YEAR	IF LEGAL RESIDENCE IS INSIDE LOCAL CORPORATION	IF LEGAL RESIDENCE IS OUTSIDE LOCAL CORPORATION (TRANSFERRED PUPILS)
1	Culp, Carol Ann	Barkley Twp.	1	8	25	33	152	
2	Eldridge, Ardis H.	" "	"	12	13	33	145	
3	Fleming, Donald	" "	"	11	24	33	133	
4	Graham, Maxine	" "	"	1	31	34	142	
5	Gratner, Clifford Earl	" "	"	8	21	34	134	
6	Hays, Martha Elaine	" "	"	5	8	34	150	
7	Kennedy, Donald	" "	"	6	4	33	156	
8	Korniak, Louis "Tommy"	" "	"	8	13	33	133	
9	Kupke, Helen Joyce	" "	"	9	29	34	148	
10	McFadden, Barbara	" "	"	10	25	34	157	
11	Minter, Harold Leroy	" "	"	2	24	34	128	
12	Nuss, Marjorie	" "	"	10	21	34	143	
13	Salyer, Ina Blane	" "	"	7	20	32	49	
14	Shaw, Delos	" "	"	9	9	34	21	
15	Snedeker, Betty Joan	" "	"	12	25	33	156	
16	Streitmatter, Edith Arlene	" "	"	9	9	34	145	
17	Tiede, Shirley Sue	" "	"	9	26	34	154	
18	Timmons, Charles Ed.	" "	"	5	27	34	152	
19	Wood, Bethel Marie	" "	"	4	30	34	131	
20	Yeoman, Patty Joan	" "	"	9	24	34	31	
21	Bradley, Merlene	" "	2	3	17	33	147	
22	Britt, James Leland	" "	"	9	4	32	157	
23	Dewey, Carol Marlene	" "	"	4	28	33	26	
24	Eib, Dorothy Alice	" "	"	1	22	33	139	
25	Gratner, Norma Jean	" "	"	10	7	32	144	
26	Nuss, Norma Irene	" "	"	3	3	33	121	

Final Report of the Aggregate Attendance

(Continued)

1	2	3	4	5			NUMBER OF DAYS PRESENT	
NO.	NAME OF PUPIL	CORPORATION IN WHICH PUPIL HAS LEGAL RESIDENCE	GRADE	DATE OF BIRTH			6	7
				MONTH	DAY	YEAR	IF LEGAL RESIDENCE IS INSIDE LOCAL CORPORATION	IF LEGAL RESIDENCE IS OUTSIDE LOCAL CORPORATION (TRANSFERRED PUPILS)
27	Smith, Eldon David		2	8	16	32	124	
28	Williams, Albert		"	6	6	33	94	
29	Williams, Gilbert		"	5	14	31	88	
30	Yeoman, James Ed.		"	12	5	32	32	
31	Risner, Ralph		"	7	6	32	11	

8. Number of pupils reported on 31
(From Column No. 1 Above.)

9. Number of Days School was in Operation 157

10. Date Report was made April 18, 1941

11.
Total Days Attendance of Pupils Whose Residence is Inside Local Corporations. Days 3625
(From Column No. 6 Above.)

12.
Total Days Attendance of Pupils Whose Residence is Outside Local Corporations. (Transferred Pupils). Days
(From Column No. 7 Above.)

The Undersigned Say the Above Is a True and Correct Report

Signed ______________________
Principal, Trustee or Superintendent

Signed ______________________
Teacher or Record Clerk

TEACHER'S TERM END REPORT ON SCHOLARSHIP AND ATTENDANCE

Corporation Barkley Township School South Barkley Grades 1-2.

Date April 18, 1941. Principal Delmas Moore

This report should be made to the superintendent or principal at the end of the school term. See directions p. 7.

	NAME OF PUPIL	GRADE THIS YEAR	DAYS ENROLLED	DAYS PRESENT	DAYS ABSENT	TIMES TARDY	LANGUAGE ARTS	READING	ORAL & WRIT. EXP.	WRITING	SPELLING	SOCIAL STUDIES	HISTORY	GEOGRAPHY	CIVICS	MATHEMATICS	ELEM. SCIENCE	HEALTH	PHYSICAL EDUC.	PRACTICAL ARTS	HOME ECON.	AGRICULTURE	INDUST. ARTS	FINE ARTS	MUSIC	ART	GRADE NEXT YEAR	CAUSE OF FAILURE OR NON-PROMOTION
1	Culp Carol Ann	1	157	152	5	0		C		C+	C-					C+			B						A-	B	2	
2	Eldridge, Ardis Kathleen	〃	157	145	12	0		B-		C+	C+					B			B						B	B-	2	
3	Fleming, Donald	〃	157	133	24	0		D+		C-	D+					C-			B-						C+	C-	2	
4	Graham, Maxine	〃	157	142	15	0		C		C	B					C+			B						B+	C+	2	
5	Gratner, Clifford Earl	〃	157	134	23	0		C-		D+	D+					C			B						C	C	2	
6	Hays, Martha Elaine	〃	157	150	7	0		B+		B+	A-					B-			B-						B-	A-	2	
7	Kennedy, Donald	〃	157	156	1	0		D+		C+	D					C			C						C+	C	2	
8	Kornickl, Louis "Tommy"	〃	133	133	0	0		B-		C+	B					B-			B						C	B	—	moved
9	Kupke, Helen Joyce	〃	157	148	9	0		B		A-	A-					B			B						A-	B	2	
10	McFadden, Barbara Lee	〃	157	157	0	0		B-		C	A-					C+			B						C	B-	2	
11	Minter, Harold Leroy	〃	157	128	29	0		D-		D-									C						B	D	1	appendicitus operation, weak pupil.
12	Nuss, Marjorie	〃	157	143	14	0		D-		C-	D-					D+			B-						B+	C	1	(slow and young).
13	Salyer, Ina Blane	〃	56	49	7	0							moved to Ky.														—	
14	Shaw, Delos	〃	34	21	13	0		C		C-	C-					B-			C+						D+	C	2	
15	Snedeker, Betty Joan	〃	157	156	1	0		C-		B	C					C+			B						C	B	2	
16	Streitmatter, Edith Arlene	〃	157	145	12	0		F		D+	F					D+			C+						D	D+	1	low I. Q.-nervous child hard to adjust.
17	Tiede, Shirley Sue	〃	157	154	3	0		B-		C	A-					C+			B						C+	B-	2	
18	Timmons, Charles Edward	〃	157	152	5	0		A-		B	A-					B			B-						B	B	2	
19	Wood Bethel Mary	〃	157	131	26	0		B-		C+	C+					C+			B						A-	B-	2	
20	Yeoman, Patty Joan	〃	32	31	1	0																					-	moved
21	Bradley, Marlene	2	157	157	0	0		B-		B+	A-					B+			B						A-	B	3	
22	Britt, James Leland	〃	157	157	0	0		C-		C	D+					B+			B-						C	C	3	
23	Dewey, Carol Marlene	〃	26	26	0	0		D+		C	C					C			B							C+	3	
24	Eib, Dorothy Alice	〃	157	139	18	0		C+		B+	A-					D+			B						C+	B-	3	
25	Gratner, Norma Jean	〃	157	144	13	0		B+		B-	A					A			B						B	B	3	
26	Nuss, Norma Irene	〃	157	121	36	0		C		C+	B-					C+			B						B	C	3	
27	Smith, Eldon David	〃	157	124	33	0		D-		C-	F					D			B-						B-	D+	2	weak pupil absent with diptheria
28	Williams, Albert	〃	97	94	3	0																						
29	Williams, Gilbert	〃	97	88	9	0																						
30	Yeoman, James Edward	〃	32	30	2	0																						

	NAME OF PUPIL	GRADE THIS YEAR	DAYS ENROLLED	DAYS PRESENT	DAYS ABSENT	TIMES TARDY	LANGUAGE ARTS	READING	ORAL & WRIT. EXP.	WRITING	SPELLING	SOCIAL STUDIES	HISTORY	GEOGRAPHY	CIVICS	MATHEMATICS	ELEM. SCIENCE	HEALTH	PHYSICAL EDUC.	PRACTICAL ARTS	HOME ECON.	AGRICULTURE	INDUST. ARTS	FINE ARTS	MUSIC	ART							GRADE NEXT YEAR	CAUSE OF FAILURE OR NON-PROMOTION
31	Risner, Ralph	2	12	11	1	0		a-		B	a					B			B						B	B-							3	came from Newland
32																																		
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			3973	3625	348	0																												

Number pupils completed elementary school; boys __________, girls __________, total __________.

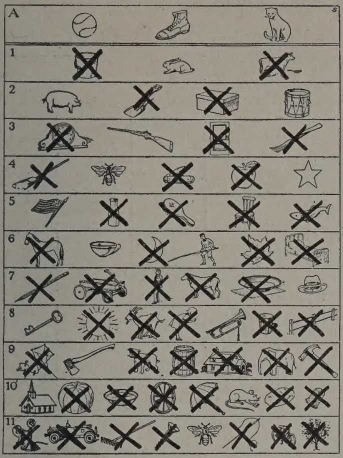
I hereby certify that the above is a true and correct report.

Percent of attendance 91.2.

Average daily attendance 23+.

Signed Mabel George
Teacher

1



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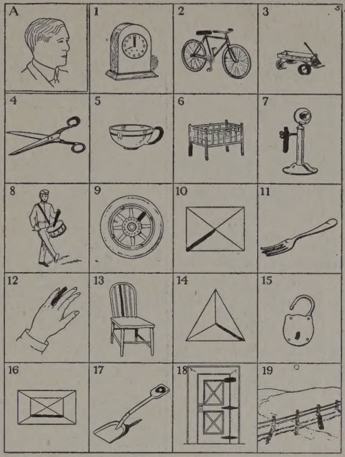

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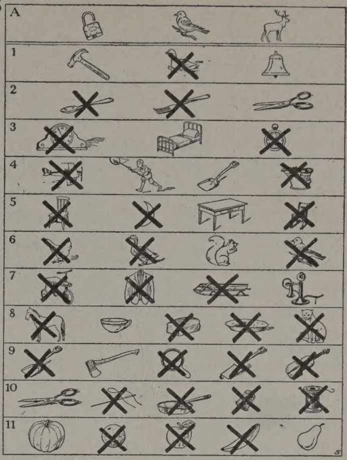

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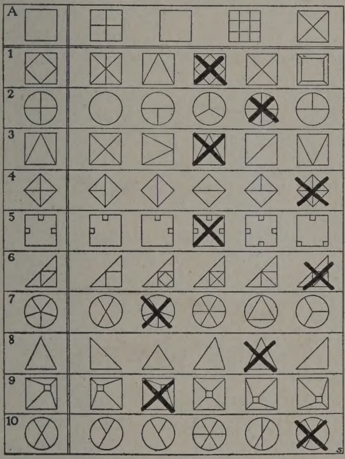

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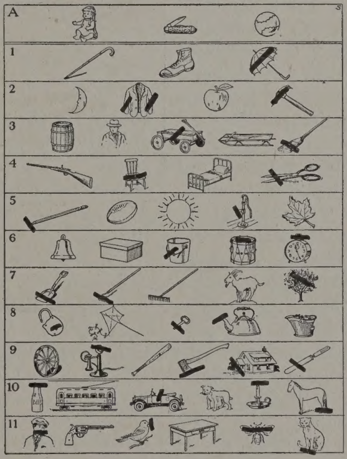

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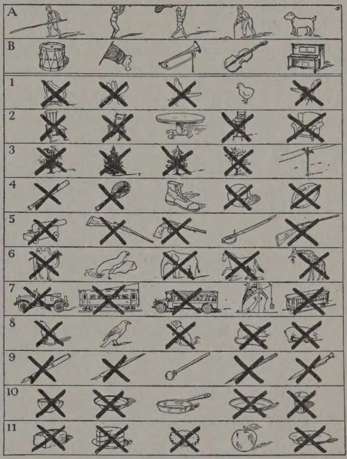

It is suggested that for convenience in scoring the booklets, the scorer mark up one of the examination booklets as shown above and use that marked booklet for scoring until the correct responses have been committed to memory.

If the scorer prefers, however, he may do the scoring directly from the reproductions.

Make a check mark at the right of each picture or row of pictures containing a correct response. As each page is scored, count the correct items and write the number in the blank space at the foot of the page.

When the seven tests have been scored in that manner, copy the scores into the table on the first page of the test and add to find the total score. The maximum total score is 83.

SPECIAL DIRECTIONS FOR SCORING

Give credit for any mark which clearly indicates that the pupil had the right idea.

Test 2. The minute hand of the clock in Item 1 may be placed at any angle. In Items 11 and 12 the missing prong of the fork and the missing finger must be indicated in the proper place in order to receive credit.

Test 5. *Item 2.* Give credit for marking either or both sleeves of the coat. *Item 10.* Give credit only if the rear legs or feet of the horse are marked. *Item 11.* Give credit only if the front paws of the cat are marked.

Test 6. Give credit for marking any five moons, any six apples, and so on.

DIRECTIONS FOR INTERPRETING SCORES

Letter ratings may be assigned to pupils taking the test, by means of Table 1. The table is read as follows: If a pupil's age is between 5½ and 6 years (5–6 to 5–11) and he has made a score between 0 and 4, give him a rating of E, which is intended to represent the lowest 8% of scores of pupils of his age. If he has made a score between 5 and 11, give him a rating of D, which is intended to represent the next lowest 12% of scores of pupils of his age, and so on. Note, for example, that a pupil between 7 and 7½ years (7–0 to 7–5) who has made a score of 69 or over has a rating of A.

TABLE 1

LETTER RATINGS BASED ON 2975 CASES, JUNE, 1926

AGE	E 8%	D 12%	C − 18%	C 24%	C + 18%	B 12%	A 8%
5–6 to 5–11	0–4	5–11	12–19	20–29	30–40	41–49	50–83
6–0 to 6–5	0–9	10–17	18–26	27–37	38–48	49–58	59–83
6–6 to 6–11	0–14	15–23	24–33	34–44	45–55	56–64	65–83
7–0 to 7–5	0–19	20–29	30–40	41–51	52–60	61–68	69–83
7–6 to 7–11	0–23	24–34	35–45	46–57	58–65	66–72	73–83
8–0 to 8–5	0–27	28–40	41–51	52–62	63–70	71–76	77–83
8–6 to 8–11	0–33	34–45	46–56	57–65	66–72	73–78	79–83
9–0 to 9–5	0–40	41–52	53–61	62–70	71–76	77–80	81–83
9–6 to 9–11	0–49	50–60	61–68	69–73	74–79	80–83	
10–0 to 10–5	0–59	60–68	69–74	75–79	80–83		
10–6 to 10–11	0–69	70–75	76–79	80–83			
11–0 or older	0–75	76–79	80–83				

TABLE 2

APPROXIMATE MENTAL-AGE EQUIVALENTS

	YEARS					
MONTHS	5	6	7	8	9	10
0		24	40	52	64	
1	2	26	41	53	65	75
2	4	28	42	54	66	76
3	6	30	43	55	67	77
4	8	32	44	56	68	
5	10	33	45	57	69	78
6	12	34	46	58	70	79
7	14	35	47	59	71	80
8	16	36	48	60	72	81
9	18	37	49	61	72	
10	20	38	50	62	73	82
11	22	39	51	63	74	83

These ratings of A, B, C, etc., are measures of brightness. A pupil having a rating of A, which corresponds to a high IQ, will not obtain the greatest profit from taking the usual course of study at the regular rate. As far as possible, children rating A should probably have an enriched course of study which need not carry them through school faster than the usual rate. However, if the number of pupils is very small, so that enrichment cannot be provided, a moderate amount of extra promotion is probably desirable. In the case of dull pupils, rated D or E, the opposite situation is to be found. That is, these pupils cannot take the traditional course at the regular rate and adjustments are necessary for them. The best type of adjustment would be a minimum course based upon the regular course of study but suited to the more limited ability of such pupils. In the absence of such differentiation these pupils must necessarily be required to progress more slowly.

If desired for any purpose to obtain mental ages or IQ's of pupils taking the test, use may be made of Table 2, which is read as follows (going down the first column): A pupil making a score of 2 has a mental age of 5 years 1 month; a pupil making a score of 4 has a mental age of 5 years 2 months; a pupil making a score of 6 has a mental age of 5 years 3 months, and so on. If a pupil makes a score between two of those given in the table, he may be given credit for the next higher score.

If desired, an IQ may be obtained for the pupil by dividing his mental age by his chronological age. The reader should understand, however, that in view of the fact that first-grade pupils do not comprise unselected children from the age of 5 to 11, since dull 5-year children have not reached the first grade and bright 9- and 10-year pupils have gone beyond it, it is very difficult to establish accurate mental-age equivalents of scores in the test. Therefore the mental-age equivalents in Table 2 must be regarded as only approximate at best, although derived from nearly 3000 scores. However, this table will serve very well for the purpose of making comparisons of children in the first grade upon the basis of which classification may be made.

APPLICATION OF RESULTS

This test is intended as a general measure of mental ability for the purpose of furnishing the teacher with an objective basis for classifying pupils for instruction purposes. It has been found, for example, that if first-grade pupils are divided into three groups sometimes called *X*, *Y*, and *Z*, on the basis of either score or letter rating, the pupils of any one of these groups are much easier to teach together than are the pupils of the whole group. This is for the reason that when bright, normal, and dull pupils are taught in the same group, the bright pupils are held back by the normal and dull pupils and prevented from progressing as rapidly as their ability would permit them and, as a consequence, they form the habit of working at less than their full capacities. If this habit is allowed to persist, a pupil may never achieve as much as he is capable of achieving, for lack of stimulation and encouragement.

Moreover, when dull pupils are taught with normal and bright ones, they are often forced to progress at too fast a pace. Such pupils often form the habit of believing that school work is too hard for them and that they cannot understand it. They may even develop an inferiority complex which will last through life.

On the other hand, if first-grade pupils are divided into three groups as suggested above, the bright ones may progress as rapidly as their ability warrants or be given an enriched course, and the dull ones may be given instruction suited to their abilities, so that no pupil is either discouraged by too rapid advancement or held back by lockstep with other pupils.

Forty-six unselected first-grade pupils were given the Stanford Binet individual test, and the correlation of mental age with score was .848 (P.E. = .027). On the same tests, in the case of 227 pupils who were tested on account of being mentally backward, the correlation was .573 (P.E. = .031).

DIRECTIONS FOR ADMINISTERING

To administer the test, have the blanks on the first page of the test booklets filled out in advance, giving each pupil's name, age last birthday in years and months, grade, class (as *X*, *Y*, or *Z*), etc. Have an extra copy of the test booklet at hand for use in showing the pupils how to turn the pages. Be sure to have also a watch having a second hand, for it is necessary to count seconds. Of course, if a stop watch is available, that will be the better.

Before passing out the booklets say: **" Now, boys and girls, we have some little books with nice pictures in them, and we are going to play some games with these books. I am sure you will like them very much. We are now going to pass out the little books, but you must not open them until we tell you to."**

Have the booklets passed, seeing that each pupil gets the one bearing his name. Then say: **" Now listen very carefully while I tell you just what to do. Do not ask questions. We want to find out how well each one can do for himself. Some of the things will be very easy and some will be a little hard, but do the best you can. I will tell you what to do on each page. Now it is not fair for any pupil to look to see what some one else is doing. You must look only at me and at your own paper, and nowhere else.**

" Turn over one page and fold the book back like this." Show how by turning back the first page of one of the test booklets. Hold up the booklet so that all may see Test 1, and make sure that all have the right place. Then say:

TEST 1

" Now every one look at me. We are going to mark some of the pictures on this page. I will tell you just what pictures to mark, and then you mark the pictures. A mark means a big line on the picture, like this." (Draw a ball on the blackboard and make a heavy line through it.)

" Hold your pencils up. Now look at the very top row where you see A. Mark the ball and the shoe." Repeat these directions if necessary since this is only a sample, but do not repeat the directions for any of the other lines on the page. Allow **5** seconds for marking. Then say:

" Pencils up. Look at row No. 1; mark the pail and the cow. Mark." (Five seconds.)

" Pencils up. Look at row No. 2; mark the box and the shovel. Mark." (Five seconds.)

" Pencils up. Look at row No. 3; mark the clock, the fork, and the door. Mark." (Five seconds.)

" Pencils up. Look at row No. 4; mark the apple, the broom, and the knife. Mark." (Five seconds.)

" Pencils up. Look at row No. 5; mark the hairbrush, the bottle, the fish, and the chair. Mark." (Ten seconds.)

" Pencils up. Look at row No. 6; mark the horse, the bed, the leaf, and the moon. Mark." (Ten seconds.)

" Pencils up. Look at row No. 7; mark the pencil, the sheep, the wagon, the plate, and the man. Mark." (Ten seconds.)

" Pencils up. Look at row No. 8; mark the fence, the sun, the glass, the goat, and the girl. Mark." (Ten seconds.)

" Pencils up. Look at row No. 9; mark the house, the dog, the hammer, the kite, the elephant, and the barrel. Mark." (Fifteen seconds.)

" Pencils up. Look at row No. 10; mark the dish, the pumpkin, the thimble, the potato, the umbrella, and the wheel. Mark." (Fifteen seconds.)

" Pencils up. Look at row No. 11; mark the rake, the automobile, the tree, the screw, the telephone, the bicycle, and the needle. Mark." (Fifteen seconds.)

" Now turn over the book to page 2, like this." (Show.)

" See if you have a page that looks like this."

TEST 2

" The man who made these pictures forgot something; he left something out of every picture. Look at the very first picture of the man's head, at ' A.' What is gone from the man's head ? " (Pause for reply.) **" Yes, the ear is not there. Take your pencil and make a mark to show where the ear ought to be. Fix an ear for him. Go ahead. You can do it very nicely."**

" Now we won't say it, but you look at the clock picture and mark the thing that is gone, the thing that is missing." (Ten seconds.) **" Now, fix the thing that is gone from the bicycle picture."** (Ten seconds.) **" Now fix the thing that is gone from the wagon picture."** (Ten seconds.)

" Now go ahead and fix every picture on the page. Keep right on and fix all of them. Ready — Go." (Allow three minutes from this point on, and occasionally stimulate the pupils by saying: **" That is right, keep right on, do as many as you can."**)

" Stop, turn over the page to page 3, and fold the book back like this." (Show how to turn the page and let the pupils see Test 3.)

TEST 3

" We are going to mark some of the pictures on this page. I will tell you just what pictures to mark, and then you will mark them."

" Hold your pencils up. Now look at the very top, at ' A.' Mark the thing that flies." (Repeat this item if necessary, but do not repeat on any other lines. Allow five seconds for marking.)

" Pencils up. Look at row No. 1; mark the thing that swims. Mark." (Five seconds.)

" Pencils up. Look at row No. 2; mark two things we eat with. Mark." (Five seconds.)

" Pencils up. Look at row No. 3; mark two things that tell what time it is. Mark." (Five seconds.)

" Pencils up. Look at row No. 4; mark the thing that flies, and the thing that burns. Mark." (Five seconds.)

" Pencils up. Look at row No. 5; mark the two things we sit on, and the thing that gives light. Mark." (Five seconds.)

" Pencils up. Look at row No. 6; mark the three things that have feathers. Mark." (Ten seconds.)

DETROIT ADVANCED FIRST-GRADE INTELLIGENCE TEST

By Harry J. Baker
Clinical Psychologist, Detroit Public Schools, Detroit, Michigan

MANUAL OF DIRECTIONS AND KEY

The Detroit Advanced First-Grade Intelligence Test was designed to furnish a mental examination for pupils in Detroit who were too far advanced to take the regular Detroit (Beginning) First-Grade Intelligence Test, and also to test pupils for whom the Detroit intelligence test which is used in grades above the first proved too difficult. It is used in the low first grade on pupils who are still unclassified after two months of the semester have elapsed. It is used for unclassified pupils in the high first grade, and also in the early months of the low second grade. It is not used above this point regularly, although norms and letter ratings have been derived to classify over-age pupils who may be found in the grades in which the test is regularly used.

Nature of the Test

The test is entirely pictorial, and hence does not make any demands upon reading ability. It is not non-linguistic, and while the verbal directions are very important they are stated in simple terms.

Test 1 is primarily a test of memory. There are eleven sets of pictures after the sample item. The pupil is instructed to mark the items after the examiner has pronounced them. In the first set of pictures two items are to be marked, and in the final set seven items are to be marked.

Test 2 is a missing-parts test. The items are arranged in order of difficulty. There is one sample. The first three items of the test are marked without any discussion, and ten seconds are allowed for each item. After that point a general time limit of three minutes covers the rest of the page. Pupils of this age are apparently just beginning to understand the importance of a time limit, and before this time they do not observe it unless under very special stimulation.

Test 3 is similar to Test 1 in general plan, but adds an information element to that of memory. The objects are described instead of being named directly. There are eleven sets of items, and these are arranged in order of difficulty.

Test 4 consists of marking one of five designs which is exactly like the stimulus design found at the beginning of the row. There are ten sets of designs, and after the first row a time limit of two minutes is used.

Test 5 is similar in general technique to Test 1 and Test 3, in that it requires a memory element. In this test the pupils are asked to mark parts of objects, which are defined by the examiner chiefly in terms of use, such as "the part of the pencil that writes." There are eleven sets of items, each with its own special instructions and time limit.

Test 6 involves counting up to eighteen objects on the most difficult item, and also the ability to read numbers to eighteen. Sets of pictures of common objects are shown, together with a numeral with each group, such as six apples. This feature is the only place in the entire test where acquired school training is called into play, and many pupils have a considerable mastery of number before school entrance.

Test 7 involves general information and also the ability to determine a classification of objects. Four chairs and a table are shown in a set of pictures, and the pupil is to mark the chairs and omit marking the table. Eleven sets of items are included, and two minutes are allowed for marking.

The entire test takes between thirty and thirty-five minutes.

Standardization of the Test

This test was tried out in mimeographed form on about five hundred pupils. The material in each test was arranged in an approximate order of difficulty, and arranged in actual order of difficulty in the printed edition as determined by the preliminary edition.

The preliminary edition was scored and divided into three groups as follows: (1) the one hundred highest total scores; (2) the one hundred lowest total scores; and (3) one hundred cases immediately about the median score. The percentage of difficulty was determined for each item of each sub-part of the test, for each of the three groups mentioned above. No item was retained in the final edition which did not clearly differentiate between these three groups. For example, Item 5 of Test 1 is passed by 94%, 77%, and 43%, respectively, of the bright, average, and dull groups. Item 16 of Test 2 is passed by 51%, 29%, and 11%, respectively.

Reliability of the Test

There is only one form of this test, and therefore coefficients of reliability could not be determined. The test was repeated on 158 unselected pupils after an interval of two weeks, and the correlation (Pearson *r*) between scores on the first and second testing was .943 (P.E. = .005). The improvement in median score was from 39 to 48 points. The intelligence letter ratings were also correlated for this group of pupils and found to be .902 (P.E. = .011).

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DAFGIT : MDK-5

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"Pencils up. Look at row No. 7; mark two things we ride on, and the thing that we wear. Mark." (Ten seconds.)

"Pencils up. Look at row No. 8; mark two things that run, and two things that we eat. Mark." (Ten seconds.)

"Pencils up. Look at row No. 9; mark two things we dig with, the thing that we play on, and the thing we look into. Mark." (Ten seconds.)

"Pencils up. Look at row No. 10; mark the last three things we sew with, and the thing we cook with. Mark." (Fifteen seconds.)

"Pencils up. Look at row No. 11; mark the first three of the four things that grow on trees. Mark." (Fifteen seconds.)

"Now turn over the book to page 4." (Show how if necessary.)

TEST 4

"Make a little mark with your pencil in the very first block at the top of the page where the letter 'A' is. Now find another little block in the same row just like it, and mark that block too." (Show how.)

"Now mark the very first little block in row No. 1. Now, find another little block just like it in that row and mark it. Mark." (Five seconds.)

"Pencils up. Fix each row of blocks just like that. Mark the first little block in the row and then mark the one that is just like it. Go ahead and fix every row of blocks. Ready, go." (Two minutes.)

"Stop, turn over the book to page 5."

TEST 5

"We are going to mark some of the things in these pictures. Listen carefully and I will tell you just what part to mark in each line. Look at the top line at 'A.' Mark the part of the knife that cuts." (Repeat if necessary, and see that the pupils have marked the right thing.)

"Pencils up. Look at row No. 1; mark the part of the umbrella that keeps the rain off. Mark." (Five seconds.)

"Pencils up. Look at row No. 2; mark the part of the coat we put our arms in, and the part of the hammer we pound with. Mark." (Five seconds.)

"Pencils up. Look at row No. 3; mark the part of the wagon we ride on, and the part of the broom we sweep with. Mark." (Five seconds.)

"Pencils up. Look at row No. 4; mark the part of the chair we sit on, and the part of the shears that cuts. Mark." (Five seconds.)

"Pencils up. Look at row No. 5; mark the part of the pencil that writes, and the part of the pump where the water comes out. Mark." (Five seconds.)

"Pencils up. Look at row No. 6; mark the part of the pail to carry it, the part of the drum we beat, and the part of the clock that rings. Mark." (Ten seconds.)

"Pencils up. Look at row No. 7; mark the part of the shovel and the hoe we dig with, and the part of the tree that gives the most shade. Mark." (Ten seconds.)

"Pencils up. Look at row No. 8; mark the part of the key that goes into the lock, the part of the lock where the key goes, and the part of the tea kettle where the water comes out. Mark." (Ten seconds.)

"Pencils up. Look at row No. 9; mark the part of the telephone we talk into, the part of the knife and of the ax that cuts, and the part of the house we walk into. Mark." (Fifteen seconds.)

"Pencils up. Look at row No. 10; mark the part of the automobile we sit in, the part of the bottle where the milk comes out, the part of the candle that gives light, and the part of the horse that kicks. Mark." (Fifteen seconds.)

"Pencils up. Look at row No. 11; mark the part of the bird that pecks, the part of the face that talks, the part of the bee that helps him fly, and the part of the cat that scratches. Mark." (Fifteen seconds.)

"Now turn over to page 6."

TEST 6

"Look at the big number in the same box where the balls are. How many does the big number say?" (Pause for reply.) "Yes, it says two, and that means we are to mark just two balls. So put marks on just two of the balls." (Five seconds.)

"Now look at the big number with the bells. What does it say?" (Pause for reply.) "Yes, it says three. So we are to mark three of the bells. Mark any three of the bells." (Five seconds.)

"Now we won't say how many of the moons, but you are to mark as many as the big number says. Do it." (Ten seconds.)

"Now mark as many apples as the big number says. Do it." (Ten seconds.)

"Pencils up. Mark every set of things on this page. Mark as many as the big number says. First for the fish, then the bunnies, then the pigs, then the birds, and so on. Ready, go." (Two minutes.)

"Stop, turn over to page 7."

TEST 7

"Now look at the very top line, at 'A.' What four things on that line are most alike?" (Pause for reply.) "Yes, the four boys. What thing in that line is not like them?" (Pause for reply.) "Yes, the dog is not like them. Mark all four of the boys because they are alike, but don't mark the dog. Do it." (Ten seconds.)

"Now look at line 'B.' What four things are most alike?" (Pause for reply.) "Yes, the four things we play music on, the things we make music on. What thing is not like them?" (Pause for reply.) "Yes, the flag is not like them. So we will mark the four things we make music on, but we won't mark the flag. Do it." (Ten seconds.)

"Look at line No. 1. We won't say what things are alike, but you are to mark the four things that are alike, and don't mark the one other thing in the row that is not like the rest. Do it." (Ten seconds.)

"Pencils up. Now mark the four things in the next line that are alike and then four in the next line. Do all the page. Ready, go." (Two minutes.)

"Stop, turn the book over. You did very well."

Directions for Scoring

The correct responses for each of the seven tests except Test 6 are given on the next page, on which the test pages are reproduced in small size. These reproductions show how the pages are to be marked by the pupils.

"Pencils up. Look at row No. 7; mark two things we ride on, and the thing that we wear. Mark." (Ten seconds.)

"Pencils up. Look at row No. 8; mark two things that run, and two things that we eat. Mark." (Ten seconds.)

"Pencils up. Look at row No. 9; mark two things we dig with, the thing that we play on, and the thing we look into. Mark." (Ten seconds.)

"Pencils up. Look at row No. 10; mark the last three things we sew with, and the thing we cook with. Mark." (Fifteen seconds.)

"Pencils up. Look at row No. 11; mark the first three of the four things that grow on trees. Mark." (Fifteen seconds.)

"Now turn over the book to page 4." (Show how if necessary.)

TEST 4

"Make a little mark with your pencil in the very first block at the top of the page where the letter 'A' is. Now find another little block in the same row just like it, and mark that block too." (Show how.)

"Now mark the very first little block in row No. 1. Now, find another little block just like it in that row and mark it. Mark." (Five seconds.)

"Pencils up. Fix each row of blocks just like that. Mark the first little block in the row and then mark the one that is just like it. Go ahead and fix every row of blocks. Ready, go." (Two minutes.)

"Stop, turn over the book to page 5."

TEST 5

"We are going to mark some of the things in these pictures. Listen carefully and I will tell you just what part to mark in each line. Look at the top line at 'A.' Mark the part of the knife that cuts." (Repeat if necessary, and see that the pupils have marked the right thing.)

"Pencils up. Look at row No. 1; mark the part of the umbrella that keeps the rain off. Mark." (Five seconds.)

"Pencils up. Look at row No. 2; mark the part of the coat we put our arms in, and the part of the hammer we pound with. Mark." (Five seconds.)

"Pencils up. Look at row No. 3; mark the part of the wagon we ride on, and the part of the broom we sweep with. Mark." (Five seconds.)

"Pencils up. Look at row No. 4; mark the part of the chair we sit on, and the part of the shears that cuts. Mark." (Five seconds.)

"Pencils up. Look at row No. 5; mark the part of the pencil that writes, and the part of the pump where the water comes out. Mark." (Five seconds.)

"Pencils up. Look at row No. 6; mark the part of the pail to carry it, the part of the drum we beat, and the part of the clock that rings. Mark." (Ten seconds.)

"Pencils up. Look at row No. 7; mark the part of the shovel and the hoe we dig with, and the part of the tree that gives the most shade. Mark." (Ten seconds.)

"Pencils up. Look at row No. 8; mark the part of the key that goes into the lock, the part of the lock where the key goes, and the part of the tea kettle where the water comes out. Mark." (Ten seconds.)

"Pencils up. Look at row No. 9; mark the part of the telephone we talk into, the part of the knife and of the ax that cuts, and the part of the house we walk into. Mark." (Fifteen seconds.)

"Pencils up. Look at row No. 10; mark the part of the automobile we sit in, the part of the bottle where the milk comes out, the part of the candle that gives light, and the part of the horse that kicks. Mark." (Fifteen seconds.)

"Pencils up. Look at row No. 11; mark the part of the bird that pecks, the part of the face that talks, the part of the bee that helps him fly, and the part of the cat that scratches. Mark." (Fifteen seconds.)

"Now turn over to page 6."

TEST 6

"Look at the big number in the same box where the balls are. How many does the big number say?" (Pause for reply.) "Yes, it says two, and that means we are to mark just two balls. So put marks on just two of the balls." (Five seconds.)

"Now look at the big number with the bells. What does it say?" (Pause for reply.) "Yes, it says three. So we are to mark three of the bells. Mark any three of the bells." (Five seconds.)

"Now we won't say how many of the moons, but you are to mark as many as the big number says. Do it." (Ten seconds.)

"Now mark as many apples as the big number says. Do it." (Ten seconds.)

"Pencils up. Mark every set of things on this page. Mark as many as the big number says. First for the fish, then the bunnies, then the pigs, then the birds, and so on. Ready, go." (Two minutes.)

"Stop, turn over to page 7."

TEST 7

"Now look at the very top line, at 'A.' What four things on that line are most alike?" (Pause for reply.) "Yes, the four boys. What thing in that line is not like them?" (Pause for reply.) "Yes, the dog is not like them. Mark all four of the boys because they are alike, but don't mark the dog. Do it." (Ten seconds.)

"Now look at line 'B.' What four things are most alike?" (Pause for reply.) "Yes, the four things we play music on, the things we make music on. What thing is not like them?" (Pause for reply.) "Yes, the flag is not like them. So we will mark the four things we make music on, but we won't mark the flag. Do it." (Ten seconds.)

"Look at line No. 1. We won't say what things are alike, but you are to mark the four things that are alike, and don't mark the one other thing in the row that is not like the rest. Do it." (Ten seconds.)

"Pencils up. Now mark the four things in the next line that are alike and then four in the next line. Do all the page. Ready, go." (Two minutes.)

"Stop, turn the book over. You did very well."

Directions for Scoring

The correct responses for each of the seven tests except Test 6 are given on the next page, on which the test pages are reproduced in small size. These reproductions show how the pages are to be marked by the pupils.

DETROIT ADVANCED FIRST-GRADE INTELLIGENCE TEST

By Harry J. Baker

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MANUAL OF DIRECTIONS AND KEY

The Detroit Advanced First-Grade Intelligence Test was designed to furnish a mental examination for pupils in Detroit who were too far advanced to take the regular Detroit (Beginning) First-Grade Intelligence Test, and also to test pupils for whom the Detroit intelligence test which is used in grades above the first proved too difficult. It is used in the low first grade on pupils who are still unclassified after two months of the semester have elapsed. It is used for unclassified pupils in the high first grade, and also in the early months of the low second grade. It is not used above this point regularly, although norms and letter ratings have been derived to classify over-age pupils who may be found in the grades in which the test is regularly used.

Nature of the Test

The test is entirely pictorial, and hence does not make any demands upon reading ability. It is not non-linguistic, and while the verbal directions are very important they are stated in simple terms.

Test 1 is primarily a test of memory. There are eleven sets of pictures after the sample item. The pupil is instructed to mark the items after the examiner has pronounced them. In the first set of pictures two items are to be marked, and in the final set seven items are to be marked.

Test 2 is a missing-parts test. The items are arranged in order of difficulty. There is one sample. The first three items of the test are marked without any discussion, and ten seconds are allowed for each item. After that point a general time limit of three minutes covers the rest of the page. Pupils of this age are apparently just beginning to understand the importance of a time limit, and before this time they do not observe it unless under very special stimulation.

Test 3 is similar to Test 1 in general plan, but adds an information element to that of memory. The objects are described instead of being named directly. There are eleven sets of items, and these are arranged in order of difficulty.

Test 4 consists of marking one of five designs which is exactly like the stimulus design found at the beginning of the row. There are ten sets of designs, and after the first row a time limit of two minutes is used.

Test 5 is similar in general technique to Test 1 and Test 3, in that it requires a memory element. In this test the pupils are asked to mark parts of objects, which are defined by the examiner chiefly in terms of use, such as "the part of the pencil that writes." There are eleven sets of items, each with its own special instructions and time limit.

Test 6 involves counting up to eighteen objects on the most difficult item, and also the ability to read numbers to eighteen. Sets of pictures of common objects are shown, together with a numeral with each group, such as six apples. This feature is the only place in the entire test where acquired school training is called into play, and many pupils have a considerable mastery of number before school entrance.

Test 7 involves general information and also the ability to determine a classification of objects. Four chairs and a table are shown in a set of pictures, and the pupil is to mark the chairs and omit marking the table. Eleven sets of items are included, and two minutes are allowed for marking.

The entire test takes between thirty and thirty-five minutes.

Standardization of the Test

This test was tried out in mimeographed form on about five hundred pupils. The material in each test was arranged in an approximate order of difficulty, and arranged in actual order of difficulty in the printed edition as determined by the preliminary edition.

The preliminary edition was scored and divided into three groups as follows: (1) the one hundred highest total scores; (2) the one hundred lowest total scores; and (3) one hundred cases immediately about the median score. The percentage of difficulty was determined for each item of each sub-part of the test, for each of the three groups mentioned above. No item was retained in the final edition which did not clearly differentiate between these three groups. For example, Item 5 of Test 1 is passed by 94%, 77%, and 43%, respectively, of the bright, average, and dull groups. Item 16 of Test 2 is passed by 51%, 29%, and 11%, respectively.

Reliability of the Test

There is only one form of this test, and therefore coefficients of reliability could not be determined. The test was repeated on 158 unselected pupils after an interval of two weeks, and the correlation (Pearson *r*) between scores on the first and second testing was .943 (P.E. = .005). The improvement in median score was from 39 to 48 points. The intelligence letter ratings were also correlated for this group of pupils and found to be .902 (P.E. = .011).

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Forty-six unselected first-grade pupils were given the Stanford Binet individual test, and the correlation of mental age with score was .848 (P.E. = .027). On the same tests, in the case of 227 pupils who were tested on account of being mentally backward, the correlation was .573 (P.E. = .031).

DIRECTIONS FOR ADMINISTERING

To administer the test, have the blanks on the first page of the test booklets filled out in advance, giving each pupil's name, age last birthday in years and months, grade, class (as *X*, *Y*, or *Z*), etc. Have an extra copy of the test booklet at hand for use in showing the pupils how to turn the pages. Be sure to have also a watch having a second hand, for it is necessary to count seconds. Of course, if a stop watch is available, that will be the better.

Before passing out the booklets say: **"Now, boys and girls, we have some little books with nice pictures in them, and we are going to play some games with these books. I am sure you will like them very much. We are now going to pass out the little books, but you must not open them until we tell you to."**

Have the booklets passed, seeing that each pupil gets the one bearing his name. Then say: **"Now listen very carefully while I tell you just what to do. Do not ask questions. We want to find out how well each one can do for himself. Some of the things will be very easy and some will be a little hard, but do the best you can. I will tell you what to do on each page. Now it is not fair for any pupil to look to see what some one else is doing. You must look only at me and at your own paper, and nowhere else.**

"Turn over one page and fold the book back like this." Show how by turning back the first page of one of the test booklets. Hold up the booklet so that all may see Test 1, and make sure that all have the right place. Then say:

TEST 1

"Now every one look at me. We are going to mark some of the pictures on this page. I will tell you just what pictures to mark, and then you mark the pictures. A mark means a big line on the picture, like this." (Draw a ball on the blackboard and make a heavy line through it.)

"Hold your pencils up. Now look at the very top row where you see A. Mark the ball and the shoe." Repeat these directions if necessary since this is only a sample, but do not repeat the directions for any of the other lines on the page. Allow **5** seconds for marking. Then say:

"Pencils up. Look at row No. 1; mark the pail and the cow. Mark." (Five seconds.)
"Pencils up. Look at row No. 2; mark the box and the shovel. Mark." (Five seconds.)
"Pencils up. Look at row No. 3; mark the clock, the fork, and the door. Mark." (Five seconds.)
"Pencils up. Look at row No. 4; mark the apple, the broom, and the knife. Mark." (Five seconds.)
"Pencils up. Look at row No. 5; mark the hairbrush, the bottle, the fish, and the chair. Mark." (Ten seconds.)
"Pencils up. Look at row No. 6; mark the horse, the bed, the leaf, and the moon. Mark." (Ten seconds.)
"Pencils up. Look at row No. 7; mark the pencil, the sheep, the wagon, the plate, and the man. Mark." (Ten seconds.)
"Pencils up. Look at row No. 8; mark the fence, the sun, the glass, the goat, and the girl. Mark." (Ten seconds.)
"Pencils up. Look at row No. 9; mark the house, the dog, the hammer, the kite, the elephant, and the barrel. Mark." (Fifteen seconds.)
"Pencils up. Look at row No. 10; mark the dish, the pumpkin, the thimble, the potato, the umbrella, and the wheel. Mark." (Fifteen seconds.)
"Pencils up. Look at row No. 11; mark the rake, the automobile, the tree, the screw, the telephone, the bicycle, and the needle. Mark." (Fifteen seconds.)

"Now turn over the book to page 2, like this." (Show.)

"See if you have a page that looks like this."

TEST 2

"The man who made these pictures forgot something; he left something out of every picture. Look at the very first picture of the man's head, at 'A.' What is gone from the man's head?" (Pause for reply.) **"Yes, the ear is not there. Take your pencil and make a mark to show where the ear ought to be. Fix an ear for him. Go ahead. You can do it very nicely."**

"Now we won't say it, but you look at the clock picture and mark the thing that is gone, the thing that is missing." (Ten seconds.) **"Now, fix the thing that is gone from the bicycle picture."** (Ten seconds.) **"Now fix the thing that is gone from the wagon picture."** (Ten seconds.)

"Now go ahead and fix every picture on the page. Keep right on and fix all of them. Ready — Go." (Allow three minutes from this point on, and occasionally stimulate the pupils by saying: **"That is right, keep right on, do as many as you can."**)

"Stop, turn over the page to page 3, and fold the book back like this." (Show how to turn the page and let the pupils see Test 3.)

TEST 3

"We are going to mark some of the pictures on this page. I will tell you just what pictures to mark, and then you will mark them."

"Hold your pencils up. Now look at the very top, at 'A.' Mark the thing that flies." (Repeat this item if necessary, but do not repeat on any other lines. Allow five seconds for marking.)

"Pencils up. Look at row No. 1; mark the thing that swims. Mark." (Five seconds.)
"Pencils up. Look at row No. 2; mark two things we eat with. Mark." (Five seconds.)
"Pencils up. Look at row No. 3; mark two things that tell what time it is. Mark." (Five seconds.)
"Pencils up. Look at row No. 4; mark the thing that flies, and the thing that burns. Mark." (Five seconds.)
"Pencils up. Look at row No. 5; mark the two things we sit on, and the thing that gives light. Mark." (Five seconds.)
"Pencils up. Look at row No. 6; mark the three things that have feathers. Mark." (Ten seconds.)

TABLE 1

LETTER RATINGS BASED ON 2975 CASES, JUNE, 1926

AGE	E 8%	D 12%	C − 18%	C 24%	C + 18%	B 12%	A 8%
5–6 to 5–11	0–4	5–11	12–19	20–29	30–40	41–49	50–83
6–0 to 6–5	0–9	10–17	18–26	27–37	38–48	49–58	59–83
6–6 to 6–11	0–14	15–23	24–33	34–44	45–55	56–64	65–83
7–0 to 7–5	0–19	20–29	30–40	41–51	52–60	61–68	69–83
7–6 to 7–11	0–23	24–34	35–45	46–57	58–65	66–72	73–83
8–0 to 8–5	0–27	28–40	41–51	52–62	63–70	71–76	77–83
8–6 to 8–11	0–33	34–45	46–56	57–65	66–72	73–78	79–83
9–0 to 9–5	0–40	41–52	53–61	62–70	71–76	77–80	81–83
9–6 to 9–11	0–49	50–60	61–68	69–73	74–79	80–83	
10–0 to 10–5	0–59	60–68	69–74	75–79	80–83		
10–6 to 10–11	0–69	70–75	76–79	80–83			
11–0 or older	0–75	76–79	80–83				

TABLE 2

APPROXIMATE MENTAL-AGE EQUIVALENTS

	YEARS					
MONTHS	5	6	7	8	9	10
0		24	40	52	64	
1	2	26	41	53	65	75
2	4	28	42	54	66	76
3	6	30	43	55	67	77
4	8	32	44	56	68	
5	10	33	45	57	69	78
6	12	34	46	58	70	79
7	14	35	47	59	71	80
8	16	36	48	60	72	81
9	18	37	49	61	72	
10	20	38	50	62	73	82
11	22	39	51	63	74	83

These ratings of A, B, C, etc., are measures of brightness. A pupil having a rating of A, which corresponds to a high IQ, will not obtain the greatest profit from taking the usual course of study at the regular rate. As far as possible, children rating A should probably have an enriched course of study which need not carry them through school faster than the usual rate. However, if the number of pupils is very small, so that enrichment cannot be provided, a moderate amount of extra promotion is probably desirable. In the case of dull pupils, rated D or E, the opposite situation is to be found. That is, these pupils cannot take the traditional course at the regular rate and adjustments are necessary for them. The best type of adjustment would be a minimum course based upon the regular course of study but suited to the more limited ability of such pupils. In the absence of such differentiation these pupils must necessarily be required to progress more slowly.

If desired for any purpose to obtain mental ages or IQ's of pupils taking the test, use may be made of Table 2, which is read as follows (going down the first column): A pupil making a score of 2 has a mental age of 5 years 1 month; a pupil making a score of 4 has a mental age of 5 years 2 months; a pupil making a score of 6 has a mental age of 5 years 3 months, and so on. If a pupil makes a score between two of those given in the table, he may be given credit for the next higher score.

If desired, an IQ may be obtained for the pupil by dividing his mental age by his chronological age. The reader should understand, however, that in view of the fact that first-grade pupils do not comprise unselected children from the age of 5 to 11, since dull 5-year children have not reached the first grade and bright 9- and 10-year pupils have gone beyond it, it is very difficult to establish accurate mental-age equivalents of scores in the test. Therefore the mental-age equivalents in Table 2 must be regarded as only approximate at best, although derived from nearly 3000 scores. However, this table will serve very well for the purpose of making comparisons of children in the first grade upon the basis of which classification may be made.

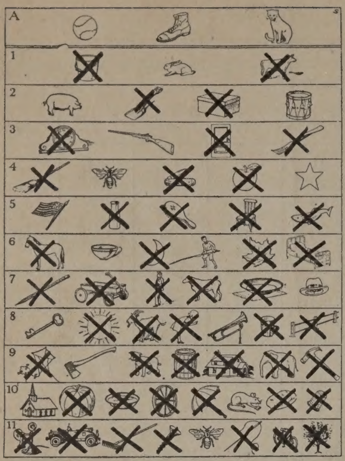
APPLICATION OF RESULTS

This test is intended as a general measure of mental ability for the purpose of furnishing the teacher with an objective basis for classifying pupils for instruction purposes. It has been found, for example, that if first-grade pupils are divided into three groups sometimes called *X*, *Y*, and *Z*, on the basis of either score or letter rating, the pupils of any one of these groups are much easier to teach together than are the pupils of the whole group. This is for the reason that when bright, normal, and dull pupils are taught in the same group, the bright pupils are held back by the normal and dull pupils and prevented from progressing as rapidly as their ability would permit them and, as a consequence, they form the habit of working at less than their full capacities. If this habit is allowed to persist, a pupil may never achieve as much as he is capable of achieving, for lack of stimulation and encouragement.

Moreover, when dull pupils are taught with normal and bright ones, they are often forced to progress at too fast a pace. Such pupils often form the habit of believing that school work is too hard for them and that they cannot understand it. They may even develop an inferiority complex which will last through life.

On the other hand, if first-grade pupils are divided into three groups as suggested above, the bright ones may progress as rapidly as their ability warrants or be given an enriched course, and the dull ones may be given instruction suited to their abilities, so that no pupil is either discouraged by too rapid advancement or held back by lock-step with other pupils.

1



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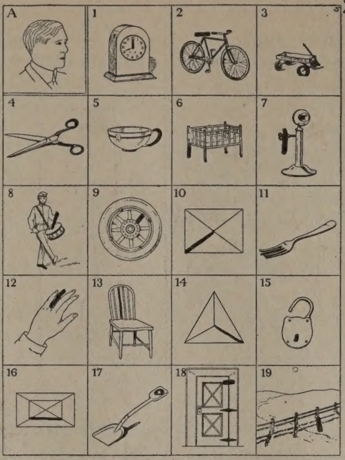

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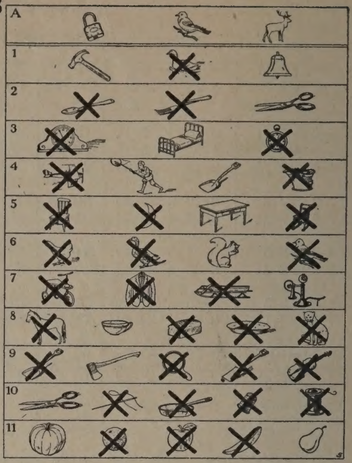

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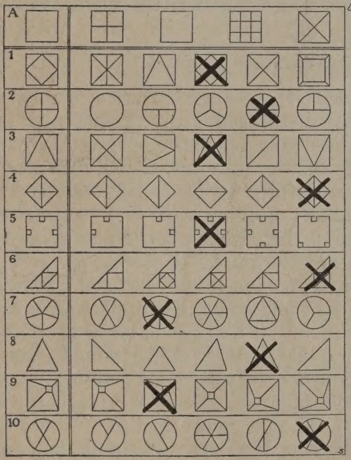

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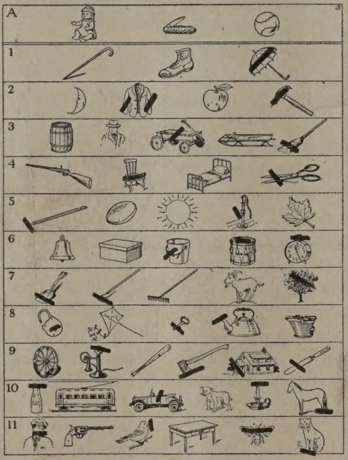

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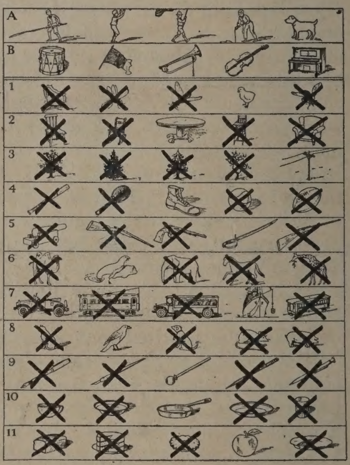

It is suggested that for convenience in scoring the booklets, the scorer mark up one of the examination booklets as shown above and use that marked booklet for scoring until the correct responses have been committed to memory.

If the scorer prefers, however, he may do the scoring directly from the reproductions.

Make a check mark at the right of each picture or row of pictures containing a correct response. As each page is scored, count the correct items and write the number in the blank space at the foot of the page.

When the seven tests have been scored in that manner, copy the scores into the table on the first page of the test and add to find the total score. The maximum total score is 83.

SPECIAL DIRECTIONS FOR SCORING

Give credit for any mark which clearly indicates that the pupil had the right idea.

Test 2. The minute hand of the clock in Item 1 may be placed at any angle. In Items 11 and 12 the missing prong of the fork and the missing finger must be indicated in the proper place in order to receive credit.

Test 5. *Item 2.* Give credit for marking either or both sleeves of the coat. *Item 10.* Give credit only if the rear legs or feet of the horse are marked. *Item 11.* Give credit only if the front paws of the cat are marked.

Test 6. Give credit for marking any five moons, any six apples, and so on.

DIRECTIONS FOR INTERPRETING SCORES

Letter ratings may be assigned to pupils taking the test, by means of Table 1. The table is read as follows: If a pupil's age is between 5½ and 6 years (5–6 to 5–11) and he has made a score between 0 and 4, give him a rating of E, which is intended to represent the lowest 8% of scores of pupils of his age. If he has made a score between 5 and 11, give him a rating of D, which is intended to represent the next lowest 12% of scores of pupils of his age, and so on. Note, for example, that a pupil between 7 and 7½ years (7–0 to 7–5) who has made a score of 69 or over has a rating of A.

"Pencils up. Look at row No. 7; mark two things we ride on, and the thing that we wear. Mark." (Ten seconds.)

"Pencils up. Look at row No. 8; mark two things that run, and two things that we eat. Mark." (Ten seconds.)

"Pencils up. Look at row No. 9; mark two things we dig with, the thing that we play on, and the thing we look into. Mark." (Ten seconds.)

"Pencils up. Look at row No. 10; mark the last three things we sew with, and the thing we cook with. Mark." (Fifteen seconds.)

"Pencils up. Look at row No. 11; mark the first three of the four things that grow on trees. Mark." (Fifteen seconds.)

"Now turn over the book to page 4." (Show how if necessary.)

TEST 4

"Make a little mark with your pencil in the very first block at the top of the page where the letter 'A' is. Now find another little block in the same row just like it, and mark that block too." (Show how.)

"Now mark the very first little block in row No. 1. Now, find another little block just like it in that row and mark it. Mark." (Five seconds.)

"Pencils up. Fix each row of blocks just like that. Mark the first little block in the row and then mark the one that is just like it. Go ahead and fix every row of blocks. Ready, go." (Two minutes.)

"Stop, turn over the book to page 5."

TEST 5

"We are going to mark some of the things in these pictures. Listen carefully and I will tell you just what part to mark in each line. Look at the top line at 'A.' Mark the part of the knife that cuts." (Repeat if necessary, and see that the pupils have marked the right thing.)

"Pencils up. Look at row No. 1; mark the part of the umbrella that keeps the rain off. Mark." (Five seconds.)

"Pencils up. Look at row No. 2; mark the part of the coat we put our arms in, and the part of the hammer we pound with. Mark." (Five seconds.)

"Pencils up. Look at row No. 3; mark the part of the wagon we ride on, and the part of the broom we sweep with. Mark." (Five seconds.)

"Pencils up. Look at row No. 4; mark the part of the chair we sit on, and the part of the shears that cuts. Mark." (Five seconds.)

"Pencils up. Look at row No. 5; mark the part of the pencil that writes, and the part of the pump where the water comes out. Mark." (Five seconds.)

"Pencils up. Look at row No. 6; mark the part of the pail to carry it, the part of the drum we beat, and the part of the clock that rings. Mark." (Ten seconds.)

"Pencils up. Look at row No. 7; mark the part of the shovel and the hoe we dig with, and the part of the tree that gives the most shade. Mark." (Ten seconds.)

"Pencils up. Look at row No. 8; mark the part of the key that goes into the lock, the part of the lock where the key goes, and the part of the tea kettle where the water comes out. Mark." (Ten seconds.)

"Pencils up. Look at row No. 9; mark the part of the telephone we talk into, the part of the knife and of the ax that cuts, and the part of the house we walk into. Mark." (Fifteen seconds.)

"Pencils up. Look at row No. 10; mark the part of the automobile we sit in, the part of the bottle where the milk comes out, the part of the candle that gives light, and the part of the horse that kicks. Mark." (Fifteen seconds.)

"Pencils up. Look at row No. 11; mark the part of the bird that pecks, the part of the face that talks, the part of the bee that helps him fly, and the part of the cat that scratches. Mark." (Fifteen seconds.)

"Now turn over to page 6."

TEST 6

"Look at the big number in the same box where the balls are. How many does the big number say?" (Pause for reply.) "Yes, it says two, and that means we are to mark just two balls. So put marks on just two of the balls." (Five seconds.)

"Now look at the big number with the bells. What does it say?" (Pause for reply.) "Yes, it says three. So we are to mark three of the bells. Mark any three of the bells." (Five seconds.)

"Now we won't say how many of the moons, but you are to mark as many as the big number says. Do it." (Ten seconds.)

"Now mark as many apples as the big number says. Do it." (Ten seconds.)

"Pencils up. Mark every set of things on this page. Mark as many as the big number says. First for the fish, then the bunnies, then the pigs, then the birds, and so on. Ready, go." (Two minutes.)

"Stop, turn over to page 7."

TEST 7

"Now look at the very top line, at 'A.' What four things on that line are most alike?" (Pause for reply.) "Yes, the four boys. What thing in that line is not like them?" (Pause for reply.) "Yes, the dog is not like them. Mark all four of the boys because they are alike, but don't mark the dog. Do it." (Ten seconds.)

"Now look at line 'B.' What four things are most alike?" (Pause for reply.) "Yes, the four things we play music on, the things we make music on. What thing is not like them?" (Pause for reply.) "Yes, the flag is not like them. So we will mark the four things we make music on, but we won't mark the flag. Do it." (Ten seconds.)

"Look at line No. 1. We won't say what things are alike, but you are to mark the four things that are alike, and don't mark the one other thing in the row that is not like the rest. Do it." (Ten seconds.)

"Pencils up. Now mark the four things in the next line that are alike and then four in the next line. Do all the page. Ready, go." (Two minutes.)

"Stop, turn the book over. You did very well."

DIRECTIONS FOR SCORING

The correct responses for each of the seven tests except Test 6 are given on the next page, on which the test pages are reproduced in small size. These reproductions show how the pages are to be marked by the pupils.

DETROIT ADVANCED FIRST-GRADE INTELLIGENCE TEST

By Harry J. Baker
Clinical Psychologist, Detroit Public Schools, Detroit, Michigan

MANUAL OF DIRECTIONS AND KEY

The Detroit Advanced First-Grade Intelligence Test was designed to furnish a mental examination for pupils in Detroit who were too far advanced to take the regular Detroit (Beginning) First-Grade Intelligence Test, and also to test pupils for whom the Detroit intelligence test which is used in grades above the first proved too difficult. It is used in the low first grade on pupils who are still unclassified after two months of the semester have elapsed. It is used for unclassified pupils in the high first grade, and also in the early months of the low second grade. It is not used above this point regularly, although norms and letter ratings have been derived to classify over-age pupils who may be found in the grades in which the test is regularly used.

NATURE OF THE TEST

The test is entirely pictorial, and hence does not make any demands upon reading ability. It is not non-linguistic, and while the verbal directions are very important they are stated in simple terms.

Test 1 is primarily a test of memory. There are eleven sets of pictures after the sample item. The pupil is instructed to mark the items after the examiner has pronounced them. In the first set of pictures two items are to be marked, and in the final set seven items are to be marked.

Test 2 is a missing-parts test. The items are arranged in order of difficulty. There is one sample. The first three items of the test are marked without any discussion, and ten seconds are allowed for each item. After that point a general time limit of three minutes covers the rest of the page. Pupils of this age are apparently just beginning to understand the importance of a time limit, and before this time they do not observe it unless under very special stimulation.

Test 3 is similar to Test 1 in general plan, but adds an information element to that of memory. The objects are described instead of being named directly. There are eleven sets of items, and these are arranged in order of difficulty.

Test 4 consists of marking one of five designs which is exactly like the stimulus design found at the beginning of the row. There are ten sets of designs, and after the first row a time limit of two minutes is used.

Test 5 is similar in general technique to Test 1 and Test 3, in that it requires a memory element. In this test the pupils are asked to mark parts of objects, which are defined by the examiner chiefly in terms of use, such as "the part of the pencil that writes." There are eleven sets of items, each with its own special instructions and time limit.

Test 6 involves counting up to eighteen objects on the most difficult item, and also the ability to read numbers to eighteen. Sets of pictures of common objects are shown, together with a numeral with each group, such as six apples. This feature is the only place in the entire test where acquired school training is called into play, and many pupils have a considerable mastery of number before school entrance.

Test 7 involves general information and also the ability to determine a classification of objects. Four chairs and a table are shown in a set of pictures, and the pupil is to mark the chairs and omit marking the table. Eleven sets of items are included, and two minutes are allowed for marking.

The entire test takes between thirty and thirty-five minutes.

STANDARDIZATION OF THE TEST

This test was tried out in mimeographed form on about five hundred pupils. The material in each test was arranged in an approximate order of difficulty, and arranged in actual order of difficulty in the printed edition as determined by the preliminary edition.

The preliminary edition was scored and divided into three groups as follows: (1) the one hundred highest total scores; (2) the one hundred lowest total scores; and (3) one hundred cases immediately about the median score. The percentage of difficulty was determined for each item of each sub-part of the test, for each of the three groups mentioned above. No item was retained in the final edition which did not clearly differentiate between these three groups. For example, Item 5 of Test 1 is passed by 94%, 77%, and 43%, respectively, of the bright, average, and dull groups. Item 16 of Test 2 is passed by 51%, 29%, and 11%, respectively.

RELIABILITY OF THE TEST

There is only one form of this test, and therefore coefficients of reliability could not be determined. The test was repeated on 158 unselected pupils after an interval of two weeks, and the correlation (Pearson r) between scores on the first and second testing was .943 (P.E. = .005). The improvement in median score was from 39 to 48 points. The intelligence letter ratings were also correlated for this group of pupils and found to be .902 (P.E. = .011).

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Forty-six unselected first-grade pupils were given the Stanford Binet individual test, and the correlation of mental age with score was .848 (P.E. = .027). On the same tests, in the case of 227 pupils who were tested on account of being mentally backward, the correlation was .573 (P.E. = .031).

DIRECTIONS FOR ADMINISTERING

To administer the test, have the blanks on the first page of the test booklets filled out in advance, giving each pupil's name, age last birthday in years and months, grade, class (as *X*, *Y*, or *Z*), etc. Have an extra copy of the test booklet at hand for use in showing the pupils how to turn the pages. Be sure to have also a watch having a second hand, for it is necessary to count seconds. Of course, if a stop watch is available, that will be the better.

Before passing out the booklets say: **" Now, boys and girls, we have some little books with nice pictures in them, and we are going to play some games with these books. I am sure you will like them very much. We are now going to pass out the little books, but you must not open them until we tell you to."**

Have the booklets passed, seeing that each pupil gets the one bearing his name. Then say: **" Now listen very carefully while I tell you just what to do. Do not ask questions. We want to find out how well each one can do for himself. Some of the things will be very easy and some will be a little hard, but do the best you can. I will tell you what to do on each page. Now it is not fair for any pupil to look to see what some one else is doing. You must look only at me and at your own paper, and nowhere else.**

" Turn over one page and fold the book back like this." Show how by turning back the first page of one of the test booklets. Hold up the booklet so that all may see Test 1, and make sure that all have the right place. Then say:

TEST 1

" Now every one look at me. We are going to mark some of the pictures on this page. I will tell you just what pictures to mark, and then you mark the pictures. A mark means a big line on the picture, like this." (Draw a ball on the blackboard and make a heavy line through it.)

" Hold your pencils up. Now look at the very top row where you see A. Mark the ball and the shoe." Repeat these directions if necessary since this is only a sample, but do not repeat the directions for any of the other lines on the page. Allow **5** seconds for marking. Then say:

" Pencils up. Look at row No. 1; mark the pail and the cow. Mark." (Five seconds.)

" Pencils up. Look at row No. 2; mark the box and the shovel. Mark." (Five seconds.)

" Pencils up. Look at row No. 3; mark the clock, the fork, and the door. Mark." (Five seconds.)

" Pencils up. Look at row No. 4; mark the apple, the broom, and the knife. Mark." (Five seconds.)

" Pencils up. Look at row No. 5; mark the hairbrush, the bottle, the fish, and the chair. Mark." (Ten seconds.)

" Pencils up. Look at row No. 6; mark the horse, the bed, the leaf, and the moon. Mark." (Ten seconds.)

" Pencils up. Look at row No. 7; mark the pencil, the sheep, the wagon, the plate, and the man. Mark." (Ten seconds.)

" Pencils up. Look at row No. 8; mark the fence, the sun, the glass, the goat, and the girl. Mark." (Ten seconds.)

" Pencils up. Look at row No. 9; mark the house, the dog, the hammer, the kite, the elephant, and the barrel. Mark." (Fifteen seconds.)

" Pencils up. Look at row No. 10; mark the dish, the pumpkin, the thimble, the potato, the umbrella, and the wheel. Mark." (Fifteen seconds.)

" Pencils up. Look at row No. 11; mark the rake, the automobile, the tree, the screw, the telephone, the bicycle, and the needle. Mark." (Fifteen seconds.)

" Now turn over the book to page 2, like this." (Show.)

" See if you have a page that looks like this."

TEST 2

" The man who made these pictures forgot something; he left something out of every picture. Look at the very first picture of the man's head, at ' A.' What is gone from the man's head ? " (Pause for reply.) **" Yes, the ear is not there. Take your pencil and make a mark to show where the ear ought to be. Fix an ear for him. Go ahead. You can do it very nicely."**

" Now we won't say it, but you look at the clock picture and mark the thing that is gone, the thing that is missing." (Ten seconds.) **" Now, fix the thing that is gone from the bicycle picture."** (Ten seconds.) **" Now fix the thing that is gone from the wagon picture."** (Ten seconds.)

" Now go ahead and fix every picture on the page. Keep right on and fix all of them. Ready — Go." (Allow three minutes from this point on, and occasionally stimulate the pupils by saying: **" That is right, keep right on, do as many as you can."**)

" Stop, turn over the page to page 3, and fold the book back like this." (Show how to turn the page and let the pupils see Test 3.)

TEST 3

" We are going to mark some of the pictures on this page. I will tell you just what pictures to mark, and then you will mark them."

" Hold your pencils up. Now look at the very top, at ' A.' Mark the thing that flies." (Repeat this item if necessary, but do not repeat on any other lines. Allow five seconds for marking.)

" Pencils up. Look at row No. 1; mark the thing that swims. Mark." (Five seconds.)

" Pencils up. Look at row No. 2; mark two things we eat with. Mark." (Five seconds.)

" Pencils up. Look at row No. 3; mark two things that tell what time it is. Mark." (Five seconds.)

" Pencils up. Look at row No. 4; mark the thing that flies, and the thing that burns. Mark." (Five seconds.)

" Pencils up. Look at row No. 5; mark the two things we sit on, and the thing that gives light. Mark." (Five seconds.)

" Pencils up. Look at row No. 6; mark the three things that have feathers. Mark." (Ten seconds.)

TABLE 1

Letter Ratings Based on 2975 Cases, June, 1926

Age	E 8%	D 12%	C – 18%	C 24%	C + 18%	B 12%	A 8%
5–6 to 5–11	0–4	5–11	12–19	20–29	30–40	41–49	50–83
6–0 to 6–5	0–9	10–17	18–26	27–37	38–48	49–58	59–83
6–6 to 6–11	0–14	15–23	24–33	34–44	45–55	56–64	65–83
7–0 to 7–5	0–19	20–29	30–40	41–51	52–60	61–68	69–83
7–6 to 7–11	0–23	24–34	35–45	46–57	58–65	66–72	73–83
8–0 to 8–5	0–27	28–40	41–51	52–62	63–70	71–76	77–83
8–6 to 8–11	0–33	34–45	46–56	57–65	66–72	73–78	79–83
9–0 to 9–5	0–40	41–52	53–61	62–70	71–76	77–80	81–83
9–6 to 9–11	0–49	50–60	61–68	69–73	74–79	80–83	
10–0 to 10–5	0–59	60–68	69–74	75–79	80–83		
10–6 to 10–11	0–69	70–75	76–79	80–83			
11–0 or older	0–75	76–79	80–83				

These ratings of A, B, C, etc., are measures of brightness. A pupil having a rating of A, which corresponds to a high IQ, will not obtain the greatest profit from taking the usual course of study at the regular rate. As far as possible, children rating A should probably have an enriched course of study which need not carry them through school faster than the usual rate. However, if the number of pupils is very small, so that enrichment cannot be provided, a moderate amount of extra promotion is probably desirable. In the case of dull pupils, rated D or E, the opposite situation is to be found. That is, these pupils cannot take the traditional course at the regular rate and adjustments are necessary for them. The best type of adjustment would be a minimum course based upon the regular course of study but suited to the more limited ability of such pupils. In the absence of such differentiation these pupils must necessarily be required to progress more slowly.

If desired for any purpose to obtain mental ages or IQ's of pupils taking the test, use may be made of Table 2, which is read as follows (going down the first column): A pupil making a score of 2 has a mental age of 5 years 1 month; a pupil making a score of 4 has a mental age of 5 years 2 months; a pupil making a score of 6 has a mental age of 5 years 3 months, and so on. If a pupil makes a score between two of those given in the table, he may be given credit for the next higher score.

If desired, an IQ may be obtained for the pupil by dividing his mental age by his chronological age. The reader should understand, however, that in view of the fact that first-grade pupils do not comprise unselected children from the age of 5 to 11, since dull 5-year children have not reached the first grade and bright 9- and 10-year pupils have gone beyond it, it is very difficult to establish accurate mental-age equivalents of scores in the test. Therefore the mental-age equivalents in Table 2 must be regarded as only approximate at best, although derived from nearly 3000 scores. However, this table will serve very well for the purpose of making comparisons of children in the first grade upon the basis of which classification may be made.

TABLE 2

Approximate Mental-Age Equivalents

	Years					
Months	5	6	7	8	9	10
0		24	40	52	64	
1	2	26	41	53	65	75
2	4	28	42	54	66	76
3	6	30	43	55	67	77
4	8	32	44	56	68	
5	10	33	45	57	69	78
6	12	34	46	58	70	79
7	14	35	47	59	71	80
8	16	36	48	60	72	81
9	18	37	49	61	72	
10	20	38	50	62	73	82
11	22	39	51	63	74	83

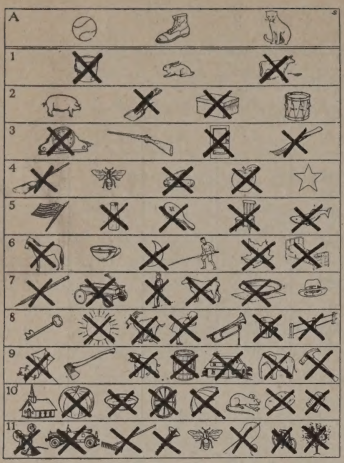
APPLICATION OF RESULTS

This test is intended as a general measure of mental ability for the purpose of furnishing the teacher with an objective basis for classifying pupils for instruction purposes. It has been found, for example, that if first-grade pupils are divided into three groups sometimes called *X*, *Y*, and *Z*, on the basis of either score or letter rating, the pupils of any one of these groups are much easier to teach together than are the pupils of the whole group. This is for the reason that when bright, normal, and dull pupils are taught in the same group, the bright pupils are held back by the normal and dull pupils and prevented from progressing as rapidly as their ability would permit them and, as a consequence, they form the habit of working at less than their full capacities. If this habit is allowed to persist, a pupil may never achieve as much as he is capable of achieving, for lack of stimulation and encouragement.

Moreover, when dull pupils are taught with normal and bright ones, they are often forced to progress at too fast a pace. Such pupils often form the habit of believing that school work is too hard for them and that they cannot understand it. They may even develop an inferiority complex which will last through life.

On the other hand, if first-grade pupils are divided into three groups as suggested above, the bright ones may progress as rapidly as their ability warrants or be given an enriched course, and the dull ones may be given instruction suited to their abilities, so that no pupil is either discouraged by too rapid advancement or held back by lockstep with other pupils.

1



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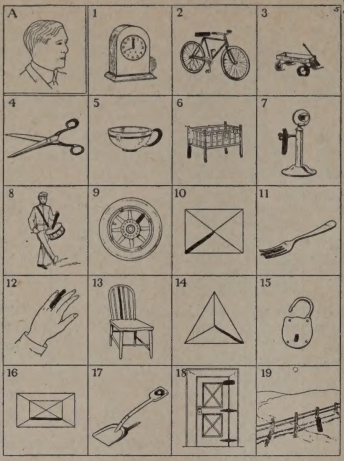

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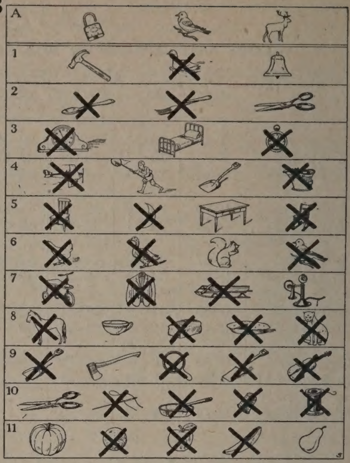

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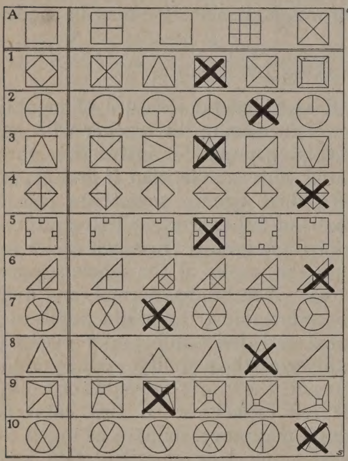

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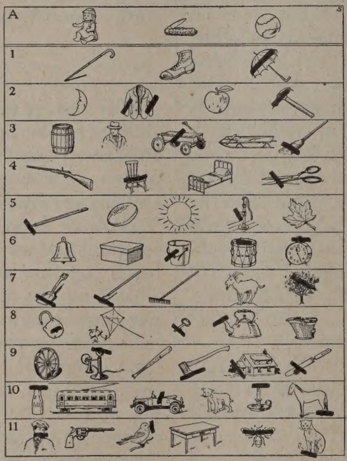

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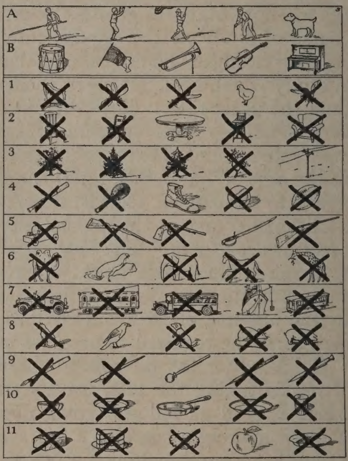

It is suggested that for convenience in scoring the booklets, the scorer mark up one of the examination booklets as shown above and use that marked booklet for scoring until the correct responses have been committed to memory.

If the scorer prefers, however, he may do the scoring directly from the reproductions.

Make a check mark at the right of each picture or row of pictures containing a correct response. As each page is scored, count the correct items and write the number in the blank space at the foot of the page.

When the seven tests have been scored in that manner, copy the scores into the table on the first page of the test and add to find the total score. The maximum total score is 83.

SPECIAL DIRECTIONS FOR SCORING

Give credit for any mark which clearly indicates that the pupil had the right idea.

Test 2. The minute hand of the clock in Item 1 may be placed at any angle. In Items 11 and 12 the missing prong of the fork and the missing finger must be indicated in the proper place in order to receive credit.

Test 5. *Item 2.* Give credit for marking either or both sleeves of the coat. *Item 10.* Give credit only if the rear legs or feet of the horse are marked. *Item 11.* Give credit only if the front paws of the cat are marked.

Test 6. Give credit for marking any five moons, any six apples, and so on.

DIRECTIONS FOR INTERPRETING SCORES

Letter ratings may be assigned to pupils taking the test, by means of Table 1. The table is read as follows: If a pupil's age is between 5½ and 6 years (5–6 to 5–11) and he has made a score between 0 and 4, give him a rating of E, which is intended to represent the lowest 8% of scores of pupils of his age. If he has made a score between 5 and 11, give him a rating of D, which is intended to represent the next lowest 12% of scores of pupils of his age, and so on. Note, for example, that a pupil between 7 and 7½ years (7–0 to 7–5) who has made a score of 69 or over has a rating of A.

"Pencils up. Look at row No. 7; mark two things we ride on, and the thing that we wear. Mark." (Ten seconds.)

"Pencils up. Look at row No. 8; mark two things that run, and two things that we eat. Mark." (Ten seconds.)

"Pencils up. Look at row No. 9; mark two things we dig with, the thing that we play on, and the thing we look into. Mark." (Ten seconds.)

"Pencils up. Look at row No. 10; mark the last three things we sew with, and the thing we cook with. Mark." (Fifteen seconds.)

"Pencils up. Look at row No. 11; mark the first three of the four things that grow on trees. Mark." (Fifteen seconds.)

"Now turn over the book to page 4." (Show how if necessary.)

TEST 4

"Make a little mark with your pencil in the very first block at the top of the page where the letter 'A' is. Now find another little block in the same row just like it, and mark that block too." (Show how.)

"Now mark the very first little block in row No. 1. Now, find another little block just like it in that row and mark it. Mark." (Five seconds.)

"Pencils up. Fix each row of blocks just like that. Mark the first little block in the row and then mark the one that is just like it. Go ahead and fix every row of blocks. Ready, go." (Two minutes.)

"Stop, turn over the book to page 5."

TEST 5

"We are going to mark some of the things in these pictures. Listen carefully and I will tell you just what part to mark in each line. Look at the top line at 'A.' Mark the part of the knife that cuts." (Repeat if necessary, and see that the pupils have marked the right thing.)

"Pencils up. Look at row No. 1; mark the part of the umbrella that keeps the rain off. Mark." (Five seconds.)

"Pencils up. Look at row No. 2; mark the part of the coat we put our arms in, and the part of the hammer we pound with. Mark." (Five seconds.)

"Pencils up. Look at row No. 3; mark the part of the wagon we ride on, and the part of the broom we sweep with. Mark." (Five seconds.)

"Pencils up. Look at row No. 4; mark the part of the chair we sit on, and the part of the shears that cuts. Mark." (Five seconds.)

"Pencils up. Look at row No. 5; mark the part of the pencil that writes, and the part of the pump where the water comes out. Mark." (Five seconds.)

"Pencils up. Look at row No. 6; mark the part of the pail to carry it, the part of the drum we beat, and the part of the clock that rings. Mark." (Ten seconds.)

"Pencils up. Look at row No. 7; mark the part of the shovel and the hoe we dig with, and the part of the tree that gives the most shade. Mark." (Ten seconds.)

"Pencils up. Look at row No. 8; mark the part of the key that goes into the lock, the part of the lock where the key goes, and the part of the tea kettle where the water comes out. Mark." (Ten seconds.)

"Pencils up. Look at row No. 9; mark the part of the telephone we talk into, the part of the knife and of the ax that cuts, and the part of the house we walk into. Mark." (Fifteen seconds.)

"Pencils up. Look at row No. 10; mark the part of the automobile we sit in, the part of the bottle where the milk comes out, the part of the candle that gives light, and the part of the horse that kicks. Mark." (Fifteen seconds.)

"Pencils up. Look at row No. 11; mark the part of the bird that pecks, the part of the face that talks, the part of the bee that helps him fly, and the part of the cat that scratches. Mark." (Fifteen seconds.)

"Now turn over to page 6."

TEST 6

"Look at the big number in the same box where the balls are. How many does the big number say?" (Pause for reply.) "Yes, it says two, and that means we are to mark just two balls. So put marks on just two of the balls." (Five seconds.)

"Now look at the big number with the bells. What does it say?" (Pause for reply.) "Yes, it says three. So we are to mark three of the bells. Mark any three of the bells." (Five seconds.)

"Now we won't say how many of the moons, but you are to mark as many as the big number says. Do it." (Ten seconds.)

"Now mark as many apples as the big number says. Do it." (Ten seconds.)

"Pencils up. Mark every set of things on this page. Mark as many as the big number says. First for the fish, then the bunnies, then the pigs, then the birds, and so on. Ready, go." (Two minutes.)

"Stop, turn over to page 7."

TEST 7

"Now look at the very top line, at 'A.' What four things on that line are most alike?" (Pause for reply.) "Yes, the four boys. What thing in that line is not like them?" (Pause for reply.) "Yes, the dog is not like them. Mark all four of the boys because they are alike, but don't mark the dog. Do it." (Ten seconds.)

"Now look at line 'B.' What four things are most alike?" (Pause for reply.) "Yes, the four things we play music on, the things we make music on. What thing is not like them?" (Pause for reply.) "Yes, the flag is not like them. So we will mark the four things we make music on, but we won't mark the flag. Do it." (Ten seconds.)

"Look at line No. 1. We won't say what things are alike, but you are to mark the four things that are alike, and don't mark the one other thing in the row that is not like the rest. Do it." (Ten seconds.)

"Pencils up. Now mark the four things in the next line that are alike and then four in the next line. Do all the page. Ready, go." (Two minutes.)

"Stop, turn the book over. You did very well."

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"Turn over one page and fold the book back like this." Show how by turning back the first page of one of the test booklets. Hold up the booklet so that all may see Test 1, and make sure that all have the right place. Then say:

TEST 1

"Now every one look at me. We are going to mark some of the pictures on this page. I will tell you just what pictures to mark, and then you mark the pictures. A mark means a big line on the picture, like this." (Draw a ball on the blackboard and make a heavy line through it.)

"Hold your pencils up. Now look at the very top row where you see A. Mark the ball and the shoe." Repeat these directions if necessary since this is only a sample, but do not repeat the directions for any of the other lines on the page. Allow **5** seconds for marking. Then say:

"Pencils up. Look at row No. 1; mark the pail and the cow. Mark." (Five seconds.)
"Pencils up. Look at row No. 2; mark the box and the shovel. Mark." (Five seconds.)
"Pencils up. Look at row No. 3; mark the clock, the fork, and the door. Mark." (Five seconds.)
"Pencils up. Look at row No. 4; mark the apple, the broom, and the knife. Mark." (Five seconds.)
"Pencils up. Look at row No. 5; mark the hairbrush, the bottle, the fish, and the chair. Mark." (Ten seconds.)
"Pencils up. Look at row No. 6; mark the horse, the bed, the leaf, and the moon. Mark." (Ten seconds.)
"Pencils up. Look at row No. 7; mark the pencil, the sheep, the wagon, the plate, and the man. Mark." (Ten seconds.)
"Pencils up. Look at row No. 8; mark the fence, the sun, the glass, the goat, and the girl. Mark." (Ten seconds.)
"Pencils up. Look at row No. 9; mark the house, the dog, the hammer, the kite, the elephant, and the barrel. Mark." (Fifteen seconds.)
"Pencils up. Look at row No. 10; mark the dish, the pumpkin, the thimble, the potato, the umbrella, and the wheel. Mark." (Fifteen seconds.)
"Pencils up. Look at row No. 11; mark the rake, the automobile, the tree, the screw, the telephone, the bicycle, and the needle. Mark." (Fifteen seconds.)

"Now turn over the book to page 2, like this." (Show.)

"See if you have a page that looks like this."

TEST 2

"The man who made these pictures forgot something; he left something out of every picture. Look at the very first picture of the man's head, at 'A.' What is gone from the man's head?" (Pause for reply.) **"Yes, the ear is not there. Take your pencil and make a mark to show where the ear ought to be. Fix an ear for him. Go ahead. You can do it very nicely."**

"Now we won't say it, but you look at the clock picture and mark the thing that is gone, the thing that is missing." (Ten seconds.) **"Now, fix the thing that is gone from the bicycle picture."** (Ten seconds.) **"Now fix the thing that is gone from the wagon picture."** (Ten seconds.)

"Now go ahead and fix every picture on the page. Keep right on and fix all of them. Ready — Go." (Allow three minutes from this point on, and occasionally stimulate the pupils by saying: **"That is right, keep right on, do as many as you can."**)

"Stop, turn over the page to page 3, and fold the book back like this." (Show how to turn the page and let the pupils see Test 3.)

TEST 3

"We are going to mark some of the pictures on this page. I will tell you just what pictures to mark, and then you will mark them."

"Hold your pencils up. Now look at the very top, at 'A.' Mark the thing that flies." (Repeat this item if necessary, but do not repeat on any other lines. Allow five seconds for marking.)

"Pencils up. Look at row No. 1; mark the thing that swims. Mark." (Five seconds.)
"Pencils up. Look at row No. 2; mark two things we eat with. Mark." (Five seconds.)
"Pencils up. Look at row No. 3; mark two things that tell what time it is. Mark." (Five seconds.)
"Pencils up. Look at row No. 4; mark the thing that flies, and the thing that burns. Mark." (Five seconds.)
"Pencils up. Look at row No. 5; mark the two things we sit on, and the thing that gives light. Mark." (Five seconds.)
"Pencils up. Look at row No. 6; mark the three things that have feathers. Mark." (Ten seconds.)

DETROIT ADVANCED FIRST-GRADE INTELLIGENCE TEST

By Harry J. Baker

Clinical Psychologist, Detroit Public Schools, Detroit, Michigan

MANUAL OF DIRECTIONS AND KEY

The Detroit Advanced First-Grade Intelligence Test was designed to furnish a mental examination for pupils in Detroit who were too far advanced to take the regular Detroit (Beginning) First-Grade Intelligence Test, and also to test pupils for whom the Detroit intelligence test which is used in grades above the first proved too difficult. It is used in the low first grade on pupils who are still unclassified after two months of the semester have elapsed. It is used for unclassified pupils in the high first grade, and also in the early months of the low second grade. It is not used above this point regularly, although norms and letter ratings have been derived to classify over-age pupils who may be found in the grades in which the test is regularly used.

Nature of the Test

The test is entirely pictorial, and hence does not make any demands upon reading ability. It is not non-linguistic, and while the verbal directions are very important they are stated in simple terms.

Test 1 is primarily a test of memory. There are eleven sets of pictures after the sample item. The pupil is instructed to mark the items after the examiner has pronounced them. In the first set of pictures two items are to be marked, and in the final set seven items are to be marked.

Test 2 is a missing-parts test. The items are arranged in order of difficulty. There is one sample. The first three items of the test are marked without any discussion, and ten seconds are allowed for each item. After that point a general time limit of three minutes covers the rest of the page. Pupils of this age are apparently just beginning to understand the importance of a time limit, and before this time they do not observe it unless under very special stimulation.

Test 3 is similar to Test 1 in general plan, but adds an information element to that of memory. The objects are described instead of being named directly. There are eleven sets of items, and these are arranged in order of difficulty.

Test 4 consists of marking one of five designs which is exactly like the stimulus design found at the beginning of the row. There are ten sets of designs, and after the first row a time limit of two minutes is used.

Test 5 is similar in general technique to Test 1 and Test 3, in that it requires a memory element. In this test the pupils are asked to mark parts of objects, which are defined by the examiner chiefly in terms of use, such as "the part of the pencil that writes." There are eleven sets of items, each with its own special instructions and time limit.

Test 6 involves counting up to eighteen objects on the most difficult item, and also the ability to read numbers to eighteen. Sets of pictures of common objects are shown, together with a numeral with each group, such as six apples. This feature is the only place in the entire test where acquired school training is called into play, and many pupils have a considerable mastery of number before school entrance.

Test 7 involves general information and also the ability to determine a classification of objects. Four chairs and a table are shown in a set of pictures, and the pupil is to mark the chairs and omit marking the table. Eleven sets of items are included, and two minutes are allowed for marking.

The entire test takes between thirty and thirty-five minutes.

Standardization of the Test

This test was tried out in mimeographed form on about five hundred pupils. The material in each test was arranged in an approximate order of difficulty, and arranged in actual order of difficulty in the printed edition as determined by the preliminary edition.

The preliminary edition was scored and divided into three groups as follows: (1) the one hundred highest total scores; (2) the one hundred lowest total scores; and (3) one hundred cases immediately about the median score. The percentage of difficulty was determined for each item of each sub-part of the test, for each of the three groups mentioned above. No item was retained in the final edition which did not clearly differentiate between these three groups. For example, Item 5 of Test 1 is passed by 94%, 77%, and 43%, respectively, of the bright, average, and dull groups. Item 16 of Test 2 is passed by 51%, 29%, and 11%, respectively.

Reliability of the Test

There is only one form of this test, and therefore coefficients of reliability could not be determined. The test was repeated on 158 unselected pupils after an interval of two weeks, and the correlation (Pearson *r*) between scores on the first and second testing was .943 (P.E. = .005). The improvement in median score was from 39 to 48 points. The intelligence letter ratings were also correlated for this group of pupils and found to be .902 (P.E. = .011).

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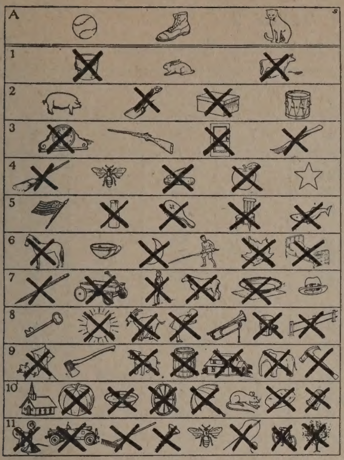
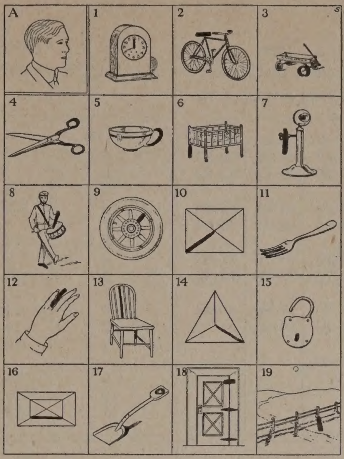
DAFGIT : MDK–4

PRINTED IN U.S.A.

1



2



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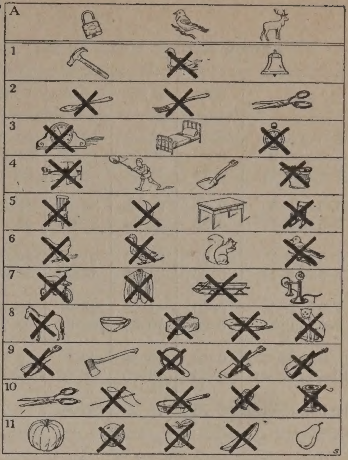

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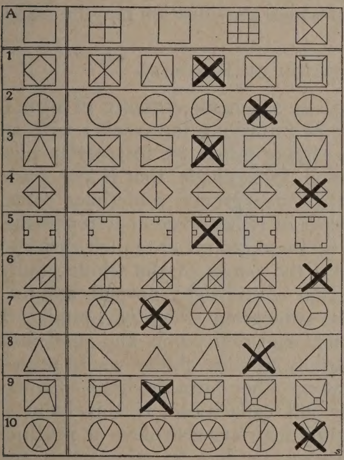

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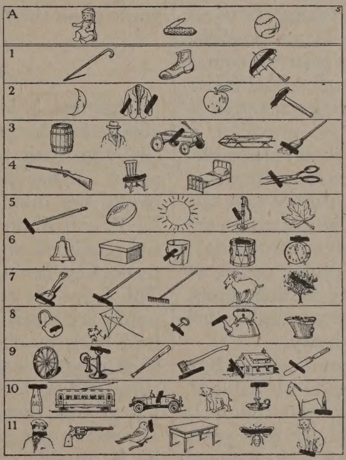

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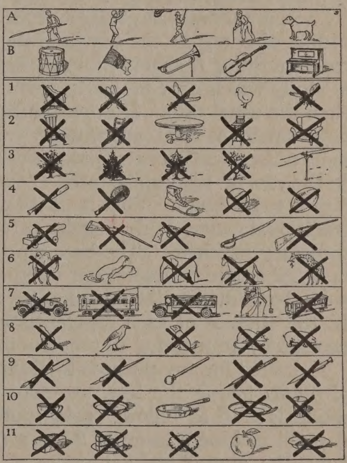

It is suggested that for convenience in scoring the booklets, the scorer mark up one of the examination booklets as shown above and use that marked booklet for scoring until the correct responses have been committed to memory.

If the scorer prefers, however, he may do the scoring directly from the reproductions.

Make a check mark at the right of each picture or row of pictures containing a correct response. As each page is scored, count the correct items and write the number in the blank space at the foot of the page.

When the seven tests have been scored in that manner, copy the scores into the table on the first page of the test and add to find the total score. The maximum total score is 83.

Special Directions for Scoring

Give credit for any mark which clearly indicates that the pupil had the right idea.

Test 2. The minute hand of the clock in Item 1 may be placed at any angle. In Items 11 and 12 the missing prong of the fork and the missing finger must be indicated in the proper place in order to receive credit.

Test 5. *Item 2.* Give credit for marking either or both sleeves of the coat. *Item 10.* Give credit only if the rear legs or feet of the horse are marked. *Item 11.* Give credit only if the front paws of the cat are marked.

Test 6. Give credit for marking any five moons, any six apples, and so on.

Directions for Interpreting Scores

Letter ratings may be assigned to pupils taking the test, by means of Table 1. The table is read as follows: If a pupil's age is between 5½ and 6 years (5–6 to 5–11) and he has made a score between 0 and 4, give him a rating of E, which is intended to represent the lowest 8% of scores of pupils of his age. If he has made a score between 5 and 11, give him a rating of D, which is intended to represent the next lowest 12% of scores of pupils of his age, and so on. Note, for example, that a pupil between 7 and 7½ years (7–0 to 7–5) who has made a score of 69 or over has a rating of A.

TABLE 1

LETTER RATINGS BASED ON 2975 CASES, JUNE, 1926

AGE	E 8%	D 12%	C − 18%	C 24%	C + 18%	B 12%	A 8%
5-6 to 5-11	0-4	5-11	12-19	20-29	30-40	41-49	50-83
6-0 to 6-5	0-9	10-17	18-26	27-37	38-48	49-58	59-83
6-6 to 6-11	0-14	15-23	24-33	34-44	45-55	56-64	65-83
7-0 to 7-5	0-19	20-29	30-40	41-51	52-60	61-68	69-83
7-6 to 7-11	0-23	24-34	35-45	46-57	58-65	66-72	73-83
8-0 to 8-5	0-27	28-40	41-51	52-62	63-70	71-76	77-83
8-6 to 8-11	0-33	34-45	46-56	57-65	66-72	73-78	79-83
9-0 to 9-5	0-40	41-52	53-61	62-70	71-76	77-80	81-83
9-6 to 9-11	0-49	50-60	61-68	69-73	74-79	80-83	
10-0 to 10-5	0-59	60-68	69-74	75-79	80-83		
10-6 to 10-11	0-69	70-75	76-79	80-83			
11-0 or older	0-75	76-79	80-83				

These ratings of A, B, C, etc., are measures of brightness. A pupil having a rating of A, which corresponds to a high IQ, will not obtain the greatest profit from taking the usual course of study at the regular rate. As far as possible, children rating A should probably have an enriched course of study which need not carry them through school faster than the usual rate. However, if the number of pupils is very small, so that enrichment cannot be provided, a moderate amount of extra promotion is probably desirable. In the case of dull pupils, rated D or E, the opposite situation is to be found. That is, these pupils cannot take the traditional course at the regular rate and adjustments are necessary for them. The best type of adjustment would be a minimum course based upon the regular course of study but suited to the more limited ability of such pupils. In the absence of such differentiation these pupils must necessarily be required to progress more slowly.

If desired for any purpose to obtain mental ages or IQ's of pupils taking the test, use may be made of Table 2, which is read as follows (going down the first column): A pupil making a score of 2 has a mental age of 5 years 1 month; a pupil making a score of 4 has a mental age of 5 years 2 months; a pupil making a score of 6 has a mental age of 5 years 3 months, and so on. If a pupil makes a score between two of those given in the table, he may be given credit for the next higher score.

If desired, an IQ may be obtained for the pupil by dividing his mental age by his chronological age. The reader should understand, however, that in view of the fact that first-grade pupils do not comprise unselected children from the age of 5 to 11, since dull 5-year children have not reached the first grade and bright 9- and 10-year pupils have gone beyond it, it is very difficult to establish accurate mental-age equivalents of scores in the test. Therefore the mental-age equivalents in Table 2 must be regarded as only approximate at best, although derived from nearly 3000 scores. However, this table will serve very well for the purpose of making comparisons of children in the first grade upon the basis of which classification may be made.

TABLE 2

APPROXIMATE MENTAL-AGE EQUIVALENTS

	YEARS					
MONTHS	5	6	7	8	9	10
0		24	40	52	64	
1	2	26	41	53	65	75
2	4	28	42	54	66	76
3	6	30	43	55	67	77
4	8	32	44	56	68	
5	10	33	45	57	69	78
6	12	34	46	58	70	79
7	14	35	47	59	71	80
8	16	36	48	60	72	81
9	18	37	49	61	72	
10	20	38	50	62	73	82
11	22	39	51	63	74	83

APPLICATION OF RESULTS

This test is intended as a general measure of mental ability for the purpose of furnishing the teacher with an objective basis for classifying pupils for instruction purposes. It has been found, for example, that if first-grade pupils are divided into three groups sometimes called *X*, *Y*, and *Z*, on the basis of either score or letter rating, the pupils of any one of these groups are much easier to teach together than are the pupils of the whole group. This is for the reason that when bright, normal, and dull pupils are taught in the same group, the bright pupils are held back by the normal and dull pupils and prevented from progressing as rapidly as their ability would permit them and, as a consequence, they form the habit of working at less than their full capacities. If this habit is allowed to persist, a pupil may never achieve as much as he is capable of achieving, for lack of stimulation and encouragement.

Moreover, when dull pupils are taught with normal and bright ones, they are often forced to progress at too fast a pace. Such pupils often form the habit of believing that school work is too hard for them and that they cannot understand it. They may even develop an inferiority complex which will last through life.

On the other hand, if first-grade pupils are divided into three groups as suggested above, the bright ones may progress as rapidly as their ability warrants or be given an enriched course, and the dull ones may be given instruction suited to their abilities, so that no pupil is either discouraged by too rapid advancement or held back by lockstep with other pupils.

UNIT SCALES OF ATTAINMENT

PRIMARY DIVISION

Class Record

April 14, 1941 GRADE 1 Second 23

Mabel George SCHOOL South Bradley

NAME	Chron. Age	Mental Age	I.Q.	[illegible]	[illegible]
[illegible], Carol Anne	7yr. 7mo.	7-7	102	41	51.5
Eldridge, Arlene Kathleen	7yr. 4mo.	7-7	104	54	46.5
[illegible], Ronald	7yr. 9mo.	7-6	102.5	52.5	42.5
[illegible], Shirley	7yr. 3mo.	8-0	111+	47	56.5
[illegible], Clifford Earl	6yr. 9mo.	7-0	104	38.5	38.5
[illegible], Martha Elaine	6yr. 11mo.	7-8+	112	54	46
[illegible], Helen Joyce	6yr. 6mo.	7-8+	118+	49	63.5
McFadden, Barbara Lee	6yr. 5mo.	7-5	115+	49.5	49.5
[illegible], Harold Leroy	7yr. 7mo.	[illegible]			
[illegible], Marjorie	6yr. 6mo.	6-6	101	9	25
[illegible], Ellen	6yr. 2mo.	7-7	115	99.5	[illegible]
[illegible], Betty Jean	7yr. 9mo.	7-7	104+	30	[illegible]
[illegible], Edith Arlene	6yr. 9mo.	6-9+	97	[illegible]	[illegible]
[illegible], Shirley Rose	6yr. 6mo.	7-8+	113+	47	63
[illegible], Charles Edward	6yr. 10mo.	7-10	103+	46.5	[illegible]
Kennedy, Donald	7yr. 10mo.	7-7	96	32.5	[illegible]
[illegible], Ethel Mary	6yr. 11mo.	8-6	116+	42	[illegible]

Voc. Md. 42 Comp. Md 46.5

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UNIT SCALES OF ATTAINMENT

PRIMARY DIVISION

Class Record

DATE April 14, 1941 GRADE 1 HALF Second FORM B

TEACHER Mabel George SCHOOL South Barkley ROOM 1-2

NAME	Chron. Age	Mental Growth Units or Mental Age	Pc. Av. or I.Q.	C-SCORES	
				Vocab.	Reading
1. Culp, Carol Ann	7yr- 7mo.	7- 7	100	41	50-5
2. Eldridge, Ardis Kathleen	7yr.-4mo.	7- 7	104	54	46-5
3. Fleming, Donald	7yr.-4mo.	7-6	102+	32,5	40,5
4. Graham, Shirley	7yr.-2mo.	8-0	111 +	47	54.5
5. Gratner Clifford Earl	6yr. 7mo.	7-0	109	38.5	38.5
6. Hays Martha Elaine	6yr. 11mo.	7-8+	112	54	78
7. Hupke, Helen Joyce	6yr. 6mo.	7-8+	118+	49	63.5
8. Mc Fadden, Barbara Lee	6yr. 5mo.	7-5	115+	42.5	48.5
9. Minter, Harold Leroy	7yr. 1mo	no exam.			
10. Nuss, Marjorie	6yr. 5mo.	6-6	101	4	28
11. Shaw, Delos	6yr. 7mo.	7-7	115	29.5	40.5
12. Snedeker, Betty Joan	7yr. 3mo.	7-7	104+	40	42.5
13. Streitmatter, Edith Arlene	6yr. 1mo.	5-0+	77	0	0
14. Tiede, Shirley Sue	6yr. 6mo.	7-8+	118+	47	63.5
15. Timmons, Charles Edward	6yr. 10mo.	7-10	114+	68+	78
16. Kennedy, Donald	7yr. 10mo.	7-7	96	32.5	46.5
17. Hood, Bethel Mary	6yr. 11mo.	8-0	115+	47	46.5
18.					
19. Voc. Med. 42	Comp. Med.	46.5			
20.					
21.					
22.					
23.					
24.					
25.					

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UNIT SCALES OF ATTAINMENT

PRIMARY DIVISION

Class Record

DATE April 14, 1941 GRADE 2 HALF 2 FORM B

TEACHER Mabel George SCHOOL South Barkley ROOM 1-2

NAME	Chron. Age	Mental Growth Units or Mental Age	Pc. Av. or I.Q.	C-SCORES	
				Vocab.	Reading
1. Bradley, Merlene	8-0+	8-7	107+	55	51.5
2. Britt, James Leland	8-7	8-6	99	55	46
3. Dewey, Carol Marlene	7-11	8-5	107	33	32
4. Eib, Dorothy Alice	8-2+	7-9	94+	53	48
5. Gratner, Norma Jean	8-5+	8-5	99+	56.5	59.5
6. Nuss, Norma Irene	8-1	8-3+	102	45.5	50
7. Risner, Ralph	8-9			47.5	61.5
8. Smith, Eldon David	8-7+	7-10	86	39.5	32
9.					
10.					
11. Voc. Med. 50 Comp. Med. 49					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

Published by EDUCATIONAL TEST BUREAU, Minneapolis - Nashville - Philadelphia

KUHLMANN-ANDERSON TESTS—Class Record

School South Barkley Room Primary Grade 1-2

Town Teacher Mabel George Date April 1, 1941

Test booklet used Second Sem. Examiners Max Roush and Mrs. Hershman Scored by Mabel George

NOTE TO TEACHER:

1. **Administering the Tests**—See Direction Manual
2. **Scoring the Tests**—See reverse side of this page, or Manual
3. **Recording the Test Results**
   (a) Fill in all blanks above
   (b) List pupils' names and scores below—alphabetically or rank by I.Q.s, as directed.

Name First Grade (Typewriter spaced)	Age	M.A. or M.U.	I.Q. or P.A.
1. Tiede, Shirley Sue	6-6	7-8	118+
2. Kupke, Helen Joyce	6-6	7-8	118+
3. McFadden, Barbara	6-5	7-5	115
4. Wood, Bethel Mary	6-11	8-0	115+
5. Shaw, Delos	6-7	7-7	115
6. Timmons, Charles E.	6-10	7-10	114+
7. Hays, Martha Elaine	6-11	7-8	112
8. Graham, Maxine	7-2	8-0	111+
9. Gratner, Clifford	6-7	7-0	109
10. Eldridge, Ardis K.	7-4	7-7	104
11. Snedeker, Betty Joan	7-3+	7-7	104
12. Fleming, Donald	7-4	7-6	102+
13. Nuss, Marjorie	6-5+	6-6	101
14. Culp, Carol Ann	7-7	7-7	100
15. Kennedy, Donald	7-10	7-7	96
16. Streitmatter, Edith	6-7	5-0+	77
17. Minter, Harold	7-2	6-10	96+
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

Name Second Grade	Age	M.A. or M.U.	I.Q. or P.A.
26. Dewey, Carol M.	7-10+	8-5	107
27. Bradley, Merlene	8-0	8-7	107
28. Nuss, Norma I.	8-1	8-3	102
29. Gratner, Norma J.	8-5+	8-5	99+
30. Britt, James L.	8-7	8-6	99
31. Eib, Dorothy Alice	8-2	7-9	94+
32. Smith, Eldon D.	8-7+	7-10	86
33. Risner, Ralph			
34.			
35.			
36.			
37.			
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39.			
40.			
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42.			
43.			
44.			
45.			
46.			
47.			
48.			
49.			
50.			

DIRECTIONS FOR SCORING

Finding Mental Age and Intelligence Quotient

I. Score Test Pages

1. Place the scoring keys in numerical order to the right of the test booklet to be scored.
2. Detach front cover of test booklet; place with scoring columns up, above the booklet to be scored.
3. Place top scoring key alongside first test page; mark each correct response.
4. Count the number of correct responses; turn scoring key over to find the Mental Age which corresponds with this number.
5. Locate this Mental Age in one of the columns which appear above the profile on the detached front cover. Draw a line beside it.
6. Repeat Steps 3 to 5 for each of the ten test pages. If the same Mental Age is earned on two or more test pages, draw the lines at slightly different angles.

II. Find Median Mental Age

7. Begin at top of left hand column on the detached test cover and glance downward through the successive columns until the fifth lowest Mental Age through which a line is drawn is reached. Draw a small circle around it. Now continue until the sixth penciled mark is reached. Identify this similarly. The median Mental Age is halfway between these fifth and sixth Mental Ages. E.g., if the fifth and sixth lowest Mental Ages checked were 10-4 and 10-10, the median Mental Age would be 10-7.

III. Record Scores

8. Reverse the detached sheet and write the median Mental Age on the line provided: center space, bottom line.
9. Employ the usual I.Q. tables, the **Icumeter**, or divide Mental Age, expressed in total months, by Chronological Age, expressed in total months, to determine the child's Intelligence Quotient. (M.A. ÷ C.A. = I.Q.)
10. Enter the I.Q. in the space provided on front cover: space farthest to right, bottom line.

Finding Mental Growth Units and Per Cent of Average Development

See Instruction Manual

Published by

EDUCATIONAL TEST BUREAU
EDUCATIONAL PUBLISHERS, Inc.
Minneapolis - Nashville - Philadelphia

TEACHER'S TERM END REPORT ON SCHOLARSHIP AND ATTENDANCE

Corporation ______________________ School ______________________ Grades ____________

Term ending ______________________ Principal ______________________

This report should be made to the superintendent or principal at the end of the school term. See directions p. 7.

NAME OF PUPIL	GRADE THIS YEAR	DAYS ENROLLED	DAYS PRESENT	DAYS ABSENT	TIMES TARDY	LANGUAGE ARTS	READING	ORAL & WRIT. EXP.	WRITING	SPELLING	SOCIAL STUDIES	HISTORY	GEOGRAPHY	CIVICS	MATHEMATICS	ELEM. SCIENCE	HEALTH	PHYSICAL EDUC.	PRACTICAL ARTS	HOME ECON.	AGRICULTURE	INDUST. ARTS	FINE ARTS	MUSIC	ART							GRADE NEXT YEAR	CAUSE OF FAILURE OR NON-PROMOTION
1																																	
2																																	
3																																	
4																																	
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NAME OF PUPIL	Grade This Year	Days Enrolled	Days Present	Days Absent	Times Tardy	Language Arts	Reading	Oral & Writ. Exp.	Writing	Spelling	Social Studies	History	Geography	Civics	Mathematics	Elem. Science	Health	Physical Educ.	Practical Arts	Home Econ.	Agriculture	Indust. Arts	Fine Arts	Music	Art							Grade Next Year	CAUSE OF FAILURE OR NON-PROMOTION
31																																	
32																																	
33																																	
34																																	
35																																	
36																																	
37																																	
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Total

Number pupils completed elementary school; boys ________, girls ________, total ________.

I hereby certify that the above is a true and correct report.

Percent of attendance ________.

Signed ______________________________

Teacher

Average daily attendance ________.

TEACHER'S TERM END REPORT ON SCHOLARSHIP AND ATTENDANCE

Corporation ______________________ School ______________________ Grades __________

Term ending ______________________ Principal ______________________

This report should be made to the superintendent or principal at the end of the school term. See directions p. 7.

NAME OF PUPIL	Grade This Year	Days Enrolled	Days Present	Days Absent	Times Tardy	Language Arts	Reading	Oral & Writ. Exp.	Writing	Spelling	Social Studies	History	Geography	Civics	Mathematics	Elem. Science	Health	Physical Educ.	Practical Arts	Home Econ.	Agriculture	Indust. Arts	Fine Arts	Music	Art							Grade Next Year	CAUSE OF FAILURE OR NON-PROMOTION
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Number pupils completed elementary school; boys ________, girls ________, total ________.

I hereby certify that the above is a true and correct report.

Percent of attendance ________.

Signed ______________________________
Teacher

Average daily attendance ________.